



the british
psychological society
promoting excellence in psychology

QUALIFICATION in OCCUPATIONAL PSYCHOLOGY (Stage 2)

HANDBOOK for CANDIDATES (2019 ROUTE)

[BPS.ORG.UK/QUALIFICATIONS](https://bps.org.uk/qualifications)

UPDATED OCTOBER 2021

OCCUPATIONAL

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1. WELCOME

1.1 INTRODUCTION

The British Psychological Society ('the Society') is the learned and professional body, incorporated by Royal Charter, for psychologists in the United Kingdom. The Society has a total membership and subscribership of approximately 60,000, and is a registered charity. Under its Royal Charter, the key objective of the Society is 'to promote the advancement and diffusion of the knowledge of psychology pure and applied, and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge'.

The Society's Qualification in Occupational Psychology (QOP) (Stage 2) is a doctoral level qualification which provides a route to eligibility for Chartered membership of the Society and Full membership of the Division of Occupational Psychology. We very much hope that you will find your time on the Qualification fulfilling and rewarding. The QOP (Stage 2) builds upon the academic components of your Stage 1 training by requiring the development and demonstration of practical skills in applied settings.

This Candidate Handbook will provide you with full details about the competencies which you will be expected to develop and the methods by which you will be assessed. It also includes information about the key people you will have contact with during your enrolment. The handbook is designed to supplement the *Society's Postgraduate Terms and Conditions* which you should read carefully and adhere to at all times.

1.2 ELIGIBILITY FOR REGISTRATION

Practitioner psychologists are regulated by the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practice using a title protected by the Health Professions Order 2001 is on the HCPC Register; the title of Occupational Psychologist is one such legally protected title. For more information, please see the HCPC website at www.hcpc-uk.org. The QOP (Stage 2) is approved by the HCPC, which means that if you are awarded the QOP (Stage 2), you are eligible to apply for registration with the HCPC as an Occupational Psychologist.

1.3 SCOPE OF OCCUPATIONAL PSYCHOLOGY

Occupational psychology (OP) is concerned with the behaviour, performance, health and wellbeing of individuals in work and organisational situations. Essentially it is about applying the science of psychology to people at work, therefore employing an evidence base to their workplace interventions. Occupational psychologists are interested in how individuals, groups and organisations behave and function. The broad aim of OP is to increase the effectiveness of the organisation and improve the job satisfaction of individuals. The work of an occupational psychologist can be diverse with potential roles including self-employed consultancy, in-house technical experts, human resources, organisational development and academia.

OP delivers tangible benefits by enhancing the effectiveness of organisations and developing the performance, motivation and wellbeing of people in the workplace. Occupational psychologists are skilled in the development and utilisation of a range of tools and techniques which they apply to

many workplace settings including psychometric assessment, recruitment and selection, learning and development, occupational wellbeing, organisational change, coaching, job design and human factors. They can provide solutions to a host of workplace problems such as how to recruit the best quality employees, how to engage the workforce and improve their wellbeing, how to tackle workplace stress, developing employees etc. OPs will draw upon a diverse evidence-base to design various interventions and are governed by a strict ethical code. They are also interested in evaluating the benefits of their work to ensure that the products and services that they offer really do make a difference to the individuals and organisations that they work with.

Occupational psychologists work with organisations and businesses of all sizes across the private and public sectors. You will find OPs working in government and public services, in leadership development centres and consultancies. They work alongside other professionals such as managers, HR, union representatives, training advisors and specialist staff within client organisations.

A fully qualified occupational psychologist will be registered with the Health and Care Professions Council (HCPC), and will have been assessed to ensure that they meet the minimum standards for safe and effective practice. Registered Practitioner Psychologists (occupational) and individuals with an initial OP qualification (i.e. an MSc) might also use titles such as business psychologist, work psychologist, and organisational psychologist as well as technical specialist titles such as organisational development business partner or human resources consultant. They can also be found in other functions such as marketing. This enables greater application of the principles of OP in the workplace; it is however worth confirming whether the individual is a Registered Practitioner Psychologist (occupational) to ensure their competence and experience in the discipline.

Occupational psychologists are most commonly found in the following workplace settings:

- **The Private Sector:** Occupational psychologists offer a range of consultancy services whether as in-house (such as those employed in banks) or external consultants (for large consultancies or working as independent practitioners). Both in-house and external consultants can specialise in a variety of core areas of OP (such as selection and assessment), or offer a range of occupational psychology services across the breadth of the knowledge areas in OP. Internal consultants can often be employed within functional roles in organisations such as learning and development, organisational development or human resources. OPs are also recruited for their technical and statistical knowledge in the development of specialist assessment tools including ability, situational judgement and personality measures. Typical employers for these skill areas are psychometric test publishers. OPs working within these settings are also often employed as external consultants offering bespoke assessment and development services or may find that their career can progress in this way.
- **The Public Sector:** Roles within this sector can be broad ranging from offering specialist rehabilitation support to individuals in the workplace to working within HR and organisational development departments providing services across the range of OP knowledge areas. OPs are often also involved in training individuals within their own organisations on specific areas of specialism such as how to interview candidates. Examples of public sectors organisations which employ occupational psychologists include the Department for Work and Pensions (DWP), The National Health Service (NHS), Ministry of Defence (MOD) and the Home Office.

- **Academia or research roles:** OPs are also employed within academic institutions as lecturers in psychology or business schools, often running accredited MSc Occupational Psychology programmes. They will typically be involved in research or consultancy as part of their role. Furthermore, OPs are attractive to other organisations which specialise in research around workplace issues and providing policy advice, these organisations may be aligned to universities.

1.4 TRAINING AS AN INDEPENDENT CANDIDATE

The Society's qualifications are often referred to as independent routes. Candidates are not attached to a particular university but work independently under supervision to acquire the defined competencies. The qualifications are designed around work-based practice, which enables candidates to actively demonstrate they have developed the competencies required for the autonomous practice of their chosen branch of psychology.

The Society's qualifications are flexible enough to allow candidates (and their Co-ordinating Supervisors) to identify appropriate training and development experiences that fit in with the candidate's work programme and take advantage of opportunities as they arise. This makes them an attractive option to candidates who are able to acquire much of their experience whilst employed in an appropriate position, meaning that most candidates are able to continue working as they train. However, candidates do not have to be employed in order to complete the qualification, provided that they are able to access appropriate supervised practice opportunities to meet the requirements of the qualification.

The Society's qualifications are not the same as higher education institution (HEI) based courses and are often studied by those unable to relocate or travel to a HEI programme (should one exist). Candidates are not part of a 'class' of students working towards a qualification in the same place at the same time. While independent, this means candidates are relatively isolated. Co-ordinating Supervisors and supervisors have an important role to play in supporting candidates with an appropriate level of contact. The flexibility of the independent route brings a greater responsibility for the candidate to organise their own training experiences and resources. Co-ordinating Supervisors should share this responsibility and help the candidate through this process

1.5 AIMS OF THE QOP (STAGE 2)

Upon successful completion of the QOP (Stage 2) you will be:

- an effective, ethical and reflective practitioner who will engage in lifelong learning and development as commensurate for an independent applied psychology practitioner;
- competent across all five content areas of occupational psychology and adept at formulating psychological activities underpinned by the appropriate professional skills;
- able to apply evidence-based psychological skills and knowledge to maximise individual and organisational effectiveness; and
- Competent to apply the consultancy cycle having provided evidence relating to all stages across this framework.

The learning outcomes of these are described in further detail in the Standards in Appendix 1.

1.6 STRUCTURE OF THE QUALIFICATION

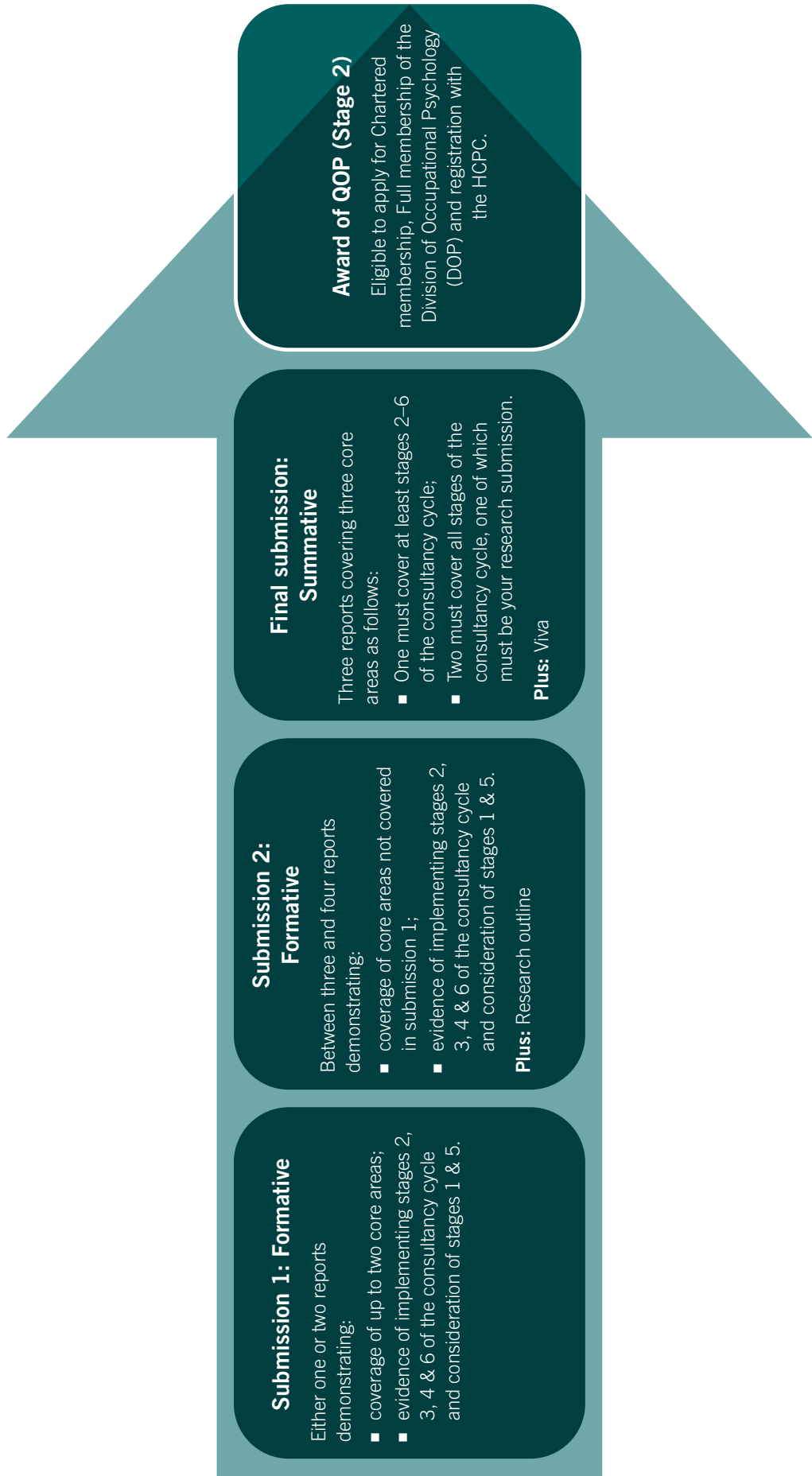
The QOP (Stage 2) is not a course of study in the traditional sense; it is instead a professional body award, designed around work-based learning, which determines whether or not the required competencies have been demonstrated. It is predicated on four Standards, set by the Society, which underpin all activities undertaken by a competent, independent occupational psychology practitioner who can clearly demonstrate development of ever increasing levels of autonomy throughout their training. These Standards provide the benchmark for the work that you submit for assessment. One of these Standards (Standard 4) defines competence in applying the consultancy cycle. All of your competency reports will be framed around the consultancy cycle, and it is worth familiarising yourself with the six stages of the consultancy cycle, and indeed all four Standards, at an early stage. Please see Appendix 1 for details of the Standards.

You will demonstrate the Standards across three competency submissions and a viva examination, all of which reflect your progress and proficiency over a typical timespan of between two and four years. The first two submissions are formative, and the final submission and viva are summative. This allows you to receive developmental feedback as you progress through your first two submissions, in preparation for your final submission and viva. Your portfolio of evidence will demonstrate the acquisition of skills in relevant working contexts and with appropriate supervision. These working contexts can include individuals and groups, as well as small, medium and large scale organisations.

You will also submit progress reports at specified points during your enrolment (as detailed in section 5.1) in order to ensure you are on track with completion of the qualification, working to an approved plan of training and receiving appropriate and adequate support.

ENROLMENT TRACK	PROGRESS SUBMISSION
2 Years	12 months
3 Years	12, 24 months
4 Years	12, 24, 36 months

This structure is represented in the diagram overleaf.



6 months	12 months	24 months	2 year track
9 months	18 months	36 months	3 year track
12 months	24 months	48 months	4 year track

Formative submissions (submissions 1 and 2)

As indicated above, you will need to cover all five core areas of work (see Standard 2 in Appendix 1) across your formative submissions. You can only cover one of the five core areas of work in a single report. You will submit one or two reports for submission 1, covering one core area per report. You will submit three or four reports for submission 2, covering the core areas that you did not cover in submission 1. Whether you submit three or four reports for submission 2 will depend on whether you choose to submit one or two reports in submission 1.

You will not need to cover all six stages of the consultancy cycle (see Standard 4 in Appendix 1) in detail in your formative submissions, but you will at least need to cover stages 2, 3, 4 and 6, with evidence of consideration of stages 1 and 5. Guidance on how to apply the consultancy cycle can be found in Appendix 2.

Although submissions 1 and 2 are assessed formatively, they will need to show the expected level of progression and emerging development of competence in order to proceed to the final submission. If there are any gaps or concerns in submission 1 and/or submission 2, you will be asked to address these before you proceed to the final submission.

Each of your reports at the formative stage will be no more than 6000 words in length plus reflections of up to a further 2000 words.

Summative submission (final submission)

Following the assessment of submissions 1 and 2, it is expected that you will be taking on more responsibility and ownership and have greater autonomy to take decisions about how the work is done. You will increasingly be presenting your approach to your Co-ordinating Supervisor for agreement, rather than seeking their input and approval. By the time you reach the final submission, it is expected that you will be fully responsible for the work with oversight and input from your Co-ordinating Supervisor as required; you will need to show that you hold responsibility for the work in a way which extends across the consultancy cycle, in accordance with the guidance in Appendix 2. By this stage, the role of your Co-ordinating Supervisor will be to receive your approach, question and agree this, and operate reviews with you at agreed stages in line with the requirements of the qualification.

In your final submission, you will choose a minimum of three of the five core areas to focus on in more depth. Each report must be based on a different core area although your Research Report may overlap with other areas. You can choose which ones you focus on based on your area of work and developing expertise. You will submit three reports as indicated in the diagram above. Two of your reports at the summative stage will be no more than 6000 words in length, plus reflections of up to 2000 words; The Research Report will be 12000–15000 words, including reflections. All must be new pieces of work in order to avoid narrowing your breadth of experience.

Once the assessors are satisfied with your final submission, you will proceed to the viva, which will last up to 2 hours, and can cover any aspects of your summative submission. If the assessors are satisfied with your viva, you will be awarded the Qualification in Occupational Psychology (Stage 2).

The evidence that you will submit for your competency submissions will primarily be reports of work undertaken, framed around the stages of the consultancy cycle. For your progress reports, you will submit a range of evidence demonstrating your progress on the qualification, including records of supervisor contact, a plan of training update and a review of your applied practice setting. For further details, please see section 5.4.

2. ABOUT US

The QOP (Stage 2) is administered by a programme team who draw on a wide range of expertise to ensure that standards are maintained and that you have a positive experience while training with us. The programme team consists of the Occupational Psychology Qualifications Board, the Qualifications Team and the Assessment Team.

2.1 OCCUPATIONAL PSYCHOLOGY QUALIFICATIONS BOARD

The Qualifications Board consists of the following roles:

Chair

The Chair of the Board oversees all matters relating to the qualification, including enrolment and assessment, advising the Board on policy and procedural updates, and ensuring that results are released within the given deadline.

Chief Supervisor

The Chief Supervisor is responsible for: approving your Co-ordinating Supervisor and any Key Role Supervisors; reviewing your enrolment application, progress reports, and any interim changes to your plan of training. The Chief Supervisor has oversight of the supervisory process and remains separate from the assessment process at all times.

The Chief Supervisor, along with the Qualifications Administrator, will have responsibility for all communications with you relating to the qualification and is on hand to help with any queries or questions you have throughout your enrolment.

Chief Assessor

The Chief Assessor has oversight of the entire assessment process and manages a team of assessors who assess the work you submit throughout your period of enrolment. An important part of the Chief Assessor's role is to moderate assessments to ensure consistency throughout the assessment process. In addition, the Chief Assessor provides assessors with training in criteria-based assessment prior to starting in the role, and subsequently on an annual basis.

External Examiner

The Board also appoints an External Examiner to oversee the enrolment and assessment processes and ensure that standards are maintained.

The Board has the facility to co-opt additional Board members, where necessary, to fulfil a particular need.

2.2 QUALIFICATIONS TEAM

The role of the Qualifications Team is to ensure the smooth running and ongoing development of the Society's qualifications. Your main point of contact with the Qualifications Team will be your Qualifications Administrator. You can expect the Qualifications Administrator to do the following:

- answer your queries relating to the administration of your training;
- forward any queries that s/he is not able to answer to the appropriate Board Officer;
- process your enrolment application and payment;

- process your assessments (e.g. sending these to the relevant assessor, logging the outcome of assessment and issuing your results letters); and
- ensure that the BPS Qualifications pages of the website are kept up-to-date.

If you have any queries during the course of your enrolment, you may find that these are answered in the Candidate Handbook or Regulations, or on the website. If not, please contact your Qualifications Administrator who will be happy to help.

2.3 ASSESSOR TEAM

The QOP (Stage 2) has a team of experienced assessors who are responsible for assessing your submissions to determine whether you have demonstrated the Standards. All assessors are trained in criteria-based assessment prior to starting in the role, with subsequent attendance at refresher training.

Upon submitting your first submission, you will be allocated two assessors. Wherever possible, at least one of these assessors will assess all of your submissions and your viva. The second assessor may change between submissions depending on availability. This will enable the assessors to more effectively monitor and support your development and offer more constructive feedback. The Chief Assessor will continue to moderate across submissions, and a robust programme of assessor training will ensure consistency across the assessor team and reliability of assessment decisions.

3. ENROLMENT

3.1 ELIGIBILITY TO ENROL

In order to be eligible to apply to enrol for the QOP (Stage 2), you will need to:

- be a current member of the Society with the Graduate Basis for Chartered membership (GBC);
- have completed a Society-accredited Master's degree in occupational psychology (or the Society's Qualification in Occupational Psychology (Stage 1), now closed);
- be in a position to undertake supervised practice in the field of occupational psychology; and
- engage the support of an approved Co-ordinating Supervisor for the QOP (Stage 2) (please see section 3.2).

3.2 ENGAGING A CO-ORDINATING SUPERVISOR

Before you apply to enrol for the QOP (Stage 2), you will need to engage the support of a Co-ordinating Supervisor. Your Co-ordinating Supervisor will guide and support you through the qualification and, essentially, act as your coach or mentor.

The best place to look for a Co-ordinating Supervisor is the Register of Applied Psychology Practice Supervisors (RAPPS). This can be accessed on our website at www.bps.org.uk/rapps. In order to identify potential Co-ordinating Supervisors on RAPPS, please look for registrants specifically with 'Qualification in Occupational Psychology' listed in their training route, as this indicates that they are already approved Co-ordinating Supervisors who have attended training for the role and are likely to have a degree of experience in assisting other candidates through the QOP (Stage 2). Some registrants may have 'Occupational Psychology' listed in their domain but this does not necessarily mean that they are eligible to be a Co-ordinating Supervisor. However, you can still contact them to determine whether they meet the criteria below and are willing to undertake training for the role. Alternatively, you may find a Co-ordinating Supervisor through your colleagues or professional contacts and, provided that they meet the criteria below, you can propose them to be your Co-ordinating Supervisor.

Given the importance of the working relationship between you and your Co-ordinating Supervisor, you may wish to make contact with more than one potential Co-ordinating Supervisor before carefully considering who you wish to work with in this role.

Your Co-ordinating Supervisor will:

- be a Chartered psychologist;
- be a Full Member of the Division of Occupational Psychology;
- be entered on the Society's Register of Applied Psychology Practice Supervisors (RAPPS);
- be registered with the Health and Care Professions Council as an occupational psychologist;
- have undertaken the Qualifications Board's supervisor training prior to being approved in the role; and
- attend the Qualifications Board's refresher training at least once every two years.

If your Co-ordinating Supervisor is not entered on RAPPS, they will need to contact your Qualifications Administrator who will arrange for them to undertake the Society's approved supervisor training. This consists of two distance learning modules, one focusing on core supervisory skills (module 1) and the other on supervising specifically for the QOP (Stage 2) (module 2), followed by a workshop.

If your Co-ordinating Supervisor is already on RAPPS through another means, they will be exempt from module 1 and will only need to complete module 2 and the workshop to ensure that they are sufficiently familiar with the QOP (Stage 2) in order to support you through the qualification.

Your Co-ordinating Supervisor is required to perform the following duties:

- undertake a needs analysis at the outset of your training;
- advise on the preparation and review of your plan of training;
- complete the required sections of forms relating to your enrolment and assessment;
- monitor your progress towards the QOP (Stage 2);
- provide guidance and support to you throughout the period of enrolment and take a key role in facilitating your overall preparation for the QOP (Stage 2);
- offer feedback and guidance on your written work prior to submission for assessment (please note that this does not constitute a formal assessment of your work);
- support you in conducting the placement audit for each placement (i.e. applied practice setting) in collaboration with the placement host;
- ensure that a risk assessment is undertaken for each placement or applied practice setting;
- provide you with guidance on opportunities relevant to satisfactory completion of the qualification;
- maintain monthly contact with you and complete the required monthly record of contact form, with this contact being face-to-face or virtually at least once a quarter (please see sections 4.1 and 5.4.1 for further details);
- encourage you to reflect on your learning and practice and to engage in creativity, problem-solving and the integration of theory into practice;
- listen to your views and concerns regarding your work in progress and offer appropriate advice;
- monitor your fitness to practise and ethical standards while you are enrolled on the QOP (Stage 2);
- engage in an annual self-appraisal process.

You will need to agree a written contract with your Co-ordinating Supervisor before you apply to enrol for the QOP (Stage 2). You are advised to ensure that the contract is sufficiently detailed to make clear the responsibilities of both parties, including details of all fees payable to the Co-ordinating Supervisor, and how often contact will be made as well as the method of communication. A copy of the contract must be submitted as part of your enrolment application. A sample contract is available on the qualification webpage.

Please note that the Qualifications Team and the Qualifications Board are unable to advise on fee setting or become involved in the contracting process. Potential Co-ordinating Supervisors may request references before entering into any arrangement with you.

The maximum number of candidates is limited to four per Co-ordinating Supervisor. If a Co-ordinating Supervisor wishes to supervise a greater number of candidates, they will need to submit a request to the Qualifications Board via the Qualifications Administrator.

3.3 PLANNING YOUR TRAINING

Before you apply to enrol for the QOP (Stage 2), you will need to establish whether you will have access to opportunities which will enable you to demonstrate the Standards. Your Co-ordinating Supervisor will be able to assist you with this process and it is essential that you discuss this with your proposed Co-ordinating Supervisor before you apply to enrol.

Examples of the type of opportunities which could contribute towards completion of the QOP (Stage 2) include:

- government and public services, including the DWP, MOD and NHS,
- leadership development centres and consultancies, and
- HR and organisational development departments.

This list is by no means exhaustive. You are encouraged to think laterally when considering whether your current role might be suitable for the QOP (Stage 2), or when considering alternative/additional roles. You should focus on how you use your occupational psychology knowledge and understanding within your role. There is no stipulation that the work must be undertaken within large scale organisations; work with small and medium scale organisations, including individuals and groups, can be just as valid. It is also important to bear in mind that one role may not support you through the entire qualification; therefore, you may need to accept either moving roles or taking on one or more additional (potentially pro bono) roles in order to provide evidence of competence across all aspects of the qualification.

When you apply to enrol, you will submit a Plan of Training which will indicate to the Qualifications Board how you intend to demonstrate the Standards through your supervised practice. Thereafter, you will submit an updated plan of training as part of each of your progress reports which will indicate whether and how your plans have changed as your experience grows and your professional opportunities develop.

If you are planning to undertake any of your supervised practice outside of the UK, this cannot exceed 49 per cent of the overall supervised practice requirements. Please see the *Society's Postgraduate Qualifications terms and conditions* for further details.

3.4 HOW TO ENROL

In order to apply to enrol for the QOP (Stage 2), there are a number of documents that you will need to submit to assure us that you meet the necessary criteria and will have access to relevant and appropriate learning opportunities.

In order to apply to enrol, you will need to submit the following documentation:

1. Enrolment form;
2. Plan of Training;
3. Contract with your Co-ordinating Supervisor;

4. Evidence of completion of a Society-accredited Master's degree in occupational psychology (the original certificate, or a photocopy of the certificate signed by your Co-ordinating Supervisor to confirm that they have seen the original);
5. Two references (please see below);
6. Copy of a current enhanced disclosure from the Disclosure and Barring Service (DBS) or, if you are resident in Scotland, a Protecting Vulnerable Groups scheme record from Disclosure Scotland, or Access Northern Ireland if you are resident in Northern Ireland. This must be dated in the last two years or be from your current appointment (please see below);
7. Health declaration form;
8. Payment details.

Your application will be reviewed by the Chief Supervisor who will write to you to confirm the outcome within six weeks of receiving all of your enrolment documentation, unless further information is required. Your enrolment date will normally be from the point at which your enrolment is granted although you are strongly encouraged to commence supervised practice prior to this confirmation. You are also encouraged to submit your enrolment application as soon as it is ready.

Your references should be completed using the form provided on the website. One of your references needs to relate to your academic training in occupational psychology, and the other to your practice. One of your referees must appear on the Society's Register of Chartered Psychologists and the psychology section of the Health and Care Professions Council's Register. Receipt of satisfactory references is one of the conditions of enrolment.

You may be able obtain a criminal records check through your employer. If you are unable to do this, please contact the Membership Team (membership@bps.org.uk) for further details of how to obtain this through the Society.

Your application can be submitted to your Qualifications Administrator electronically via Hightail, which can be accessed from the qualification webpage or by clicking on the following link: <https://www.hightail.com/u/bpsqualifications01>.

3.5 RECOGNITION OF PRIOR EXPERIENCE

If you are not yet enrolled for the QOP (Stage 2) but have undertaken or are undertaking work (under appropriate supervision) which you feel may be relevant to the qualification, you may be able to use this experience towards the qualification if you decide to enrol. This work must be undertaken after you have achieved eligibility for the Graduate Basis for Chartered Membership and been awarded your Society-accredited Master's programme in occupational psychology, including any data and information gathering activities which formed part of the project, and it can be used as or towards one report in your first formative submission only (submission 1). If you submit 2 reports in the first submission, only one of these can include work undertaken prior to enrolment.

If you think this might apply to you, but you have not yet decided whether to enrol, please ensure that:

- you think critically about how the work that you are doing might fit into the qualification;
- you have a conversation with one or more potential supervisors about this;

- the work is supervised by someone who meets the criteria for the role of Co-ordinating Supervisor and can be approved in this role by the Chief Supervisor when you apply to enrol (see section 3.2); and
- you retain all relevant evidence in order to be able to incorporate this into your submission.

You can then write up this work as or towards one entry in your first formative submission, to be assessed through the standard assessment process. Please note that prior experience cannot count towards any later submissions, including the research submission. This is because, for these submissions, the assessors need to see contemporary evidence of how you have applied the consultancy cycle to various aspects of your practice. The best platform for you to be able to do this for your second and final submissions is to use current experience which has been informed by your learning and development while enrolled on the qualification.

3.6 PROFICIENCY IN THE ENGLISH LANGUAGE

All submissions must be submitted in the English language. If English is not your first language, you will be required to demonstrate a degree of proficiency in the English language which is equivalent to level 8 of the International English Language Testing System (IELTS). Evidence of this includes:

- completion of a Master's degree in the English language;
- a test report form from IELTS confirming a minimum score of 8; or
- evidence of completion of a test that is equivalent to IELTS, and in which you achieve a level which is equivalent to a score of 8.

Full details of IELTS can be obtained from www.ielts.org.

3.7 FEES AND PAYMENT OPTIONS

The current fee for undertaking the QOP (Stage 2) is available on the website. For details of fees and payment options, please see the Qualifications Fee Policy.

You also need to be aware of additional costs that you may incur during your training which are not set by the Society. These include, but are not limited to, supervision costs, travel and accommodation costs (for instance, for supervisory meetings, events and conferences) and professional indemnity insurance.

3.8 LENGTH OF ENROLMENT

You can choose to enrol on a 2, 3 or 4 year track depending on whether you work on a full-time or part-time basis and your access to relevant development opportunities. It is important to note that this relates to the assessment points for your written submissions, and not the timeframe for completion of the qualification. The assessment schedule is designed so that you submit work at set points according to whether you are enrolled on a 2, 3 or 4 year track (see table 1, section 5.1). Following your final submission, you will also need to undertake and successfully complete a viva, and you will need to bear this in mind when considering the overall timeframe for completion.

The structure is not rigid and you can request to change your enrolment track should your circumstances warrant this, for example, if your personal circumstances change or if development

opportunities do not arise as expected. Approval of a change to your enrolment track will be subject to receipt of a suitable plan of training and the Chief Supervisor's approval. Please note that requests to shorten the enrolment period rather than lengthen it, for instance to switch from a 4 year track to a 3 year track, are unlikely to be feasible due to the timing of submissions unless the request is submitted shortly after enrolment. In some circumstances, it is possible that the Qualifications Board may recommend that you switch to a different enrolment track based on the level of progression and/or competence evidenced in your submissions, or if your submission deadlines are extended for any reason.

If you find that you are unable to complete the QOP (Stage 2) within four years, you can apply to extend your enrolment. An additional fee will be payable (please see the fee policy online). The overall minimum length of enrolment for the QOP (Stage 2) is two years, or the part-time equivalent, in line with the Society's Royal Charter and Statutes.

3.9 WITHDRAWAL

If you wish to withdraw from the Qualification, please contact the BPS office in the first instance as alternative options could be offered.

Candidates can withdraw from the qualification at any point and will need to complete and submit a Withdrawal Form. If a candidate wishes to re-enrol they may be able to use some of their work towards their formative, but not summative assessments, subject to the Chief Supervisor/Registrar's approval.

4. PROGRAMME OF TRAINING AND SUPERVISION

The QOP (Stage 2) is an experiential process which involves working, on a paid and/or voluntary basis, in a relevant context under the supervision of your Co-ordinating Supervisor, in order to develop the knowledge and skills to practice independently. This approach maintains a clear emphasis on what you actually do while undertaking your training, and on the understanding and demonstration of sound professional practice in occupational psychology, whatever the setting. This is likely to have advantages in terms of the transferability of skills across different and complex contexts in your current and future practice. We hope that these features (combined with the more familiar functions of supervision as an interpersonal and reflective process) will have a beneficial influence on the future development of occupational psychology.

The following sections outline the process in more detail.

4.1 SUPERVISION WITH YOUR CO-ORDINATING SUPERVISOR

Throughout your enrolment for the QOP (Stage 2), you will have the support of a Co-ordinating Supervisor who will oversee your training and development as you work towards your portfolio of competence. They will be your first point of contact to discuss any changes to your plan of training and your preparation for assessment and will perform the full list of duties outlined in section 3.2.

You are required to have monthly contact with your Co-ordinating Supervisor in order to keep them up-to-date with your progress and your prospective work, as well as discuss any queries or concerns that you may have regarding your training. A record should be kept of this contact using the form provided online, and this will need to be submitted as part of your progress reports (see section 5.4.1). Contact can be face-to-face, by telephone, via email or using other suitable technology, as appropriate to the matter that you need to discuss. At least once a quarter, this contact must be face-to-face. Ideally this contact will be physically face-to-face, although for up to two quarterly meetings this can be via Skype or other video-conferencing technology if your circumstances, or those of your Co-ordinating Supervisor, warrant this.

If you decide to arrange any contact via Skype or other video-conferencing technology, you and your Co-ordinating Supervisor will need to ensure that confidentiality is maintained. For example, each of you will need to be in a private room with no one else present.

4.2 DESIGNATED SUPERVISORS

You may choose to appoint a Designated Supervisor to supervise a specific aspect of your work, or to enhance your supervisory experience and provide an opportunity for interdisciplinary working. If you approach a potential Designated Supervisor with a view to taking on this role, they may have specialist knowledge and expertise in a particular area, which you and your Co-ordinating Supervisor feel would support your training and development on the qualification. In cases such as this, the Designated Supervisor does not need to be a psychologist, they might instead be an appropriately qualified ergonomist, HR specialist, training specialist or coaching specialist, who is appropriately qualified to support this area of your work. Alternatively, your Designated Supervisor may be in a good

position to offer more general supplementary supervision because, for example, you work for the same employer. You will need to establish a process for communication between your Co-ordinating Supervisor and Designated Supervisor. Your Co-ordinating Supervisor retains overall responsibility for your supervision.

Your Designated Supervisor will be required to:

- liaise with your Co-ordinating Supervisor;
- provide you with direct supervision in a given area of work as per your plan of training, or general supplementary supervision dependent on what has been agreed;
- countersign relevant documentation for both enrolment and assessment;
- listen to your views or concerns about work in progress and advise as appropriate; and
- appraise your work and provide positive and constructive feedback on your strengths and areas for development.

4.3 CHANGING YOUR CO-ORDINATING SUPERVISOR OR DESIGNATED SUPERVISOR

You may find that, during your enrolment, you need to change your Co-ordinating Supervisor and/or Designated Supervisor. This can occur for a variety of reasons, for example, changes in circumstances for one or more parties, or supervisory relationship problems.

All changes of support should be kept to a minimum: these roles should be taken on only after careful consideration of present and likely circumstances and of the responsibilities of the role. You will need to inform the Qualifications Team of any proposed change to your supervisory arrangements by completing the Change of Supervisor form (available online), and any change is subject to the Chief Supervisor's approval.

In the event that you need to change your Co-ordinating Supervisor, your original Co-ordinating Supervisor must complete the Interim Supervision Report and send this to the Qualifications Administrator, who will forward it to the Chief Supervisor. This report will detail the supervised practice that you have completed so far. The Qualifications Administrator will send a copy to the Chief Supervisor and your new Co-ordinating Supervisor.

In the event that you need to change your Designated Supervisor, your original Designated Supervisor must complete the Interim Supervision Report for the area(s) of work that they have been supervising and send this to the Qualifications Administrator who will pass this on to the Chief Supervisor and your Co-ordinating Supervisor.

4.4 UPDATING YOUR PLAN OF TRAINING AND/OR CHANGING YOUR WORKPLACE SETTING

You will submit an updated plan of training as part of each progress submission (see section 5.4.1 for further details). If, at any point, you make a change to your plan of training which involves a change to your workplace setting, you will also need to complete the Change of Setting form and an updated plan of training. The forms can be downloaded from the qualification webpage. Electronic signatures (scanned and inserted) can be accepted on the forms.

4.5 ETHICS AND PROFESSIONAL CONDUCT

Whilst you are enrolled on the QOP (Stage 2), you are engaged in training which is aimed at furthering your career as a professional psychologist. It is, therefore, integral to your training that you act, at all times, in accordance with the standards of conduct expected by the Society.

Full details of the Society's expectations of candidates' conduct are outlined in the Regulations and you must abide by these throughout your training. In brief, you are required to:

- remain a member of the Society, and understand and act in accordance with the Society's *Member Conduct Rules, Code of Ethics and Conduct* and supplementary ethical guidelines;
- maintain awareness and understand the implications of the HCPC's *Standards of Conduct, Performance and Ethics*;
- avoid all practices of misconduct, including academic misconduct (for example, plagiarism and other forms of cheating) and professional misconduct;
- take responsibility for the administration related to your training;
- meet all deadlines, except where there are genuine extenuating circumstances that prevent you from doing so;
- communicate professionally with all relevant personnel;
- consider due regard to the safety and wellbeing of service users, and alert your place of employment and/or Co-ordinating supervisor of any concerns;
- pay all fees when they become due;
- make your status as a Trainee Occupational Psychologist clear to anyone with whom you have contact in relation to your training, and ensure that you comply with legal requirements regarding your title; and
- manage your time effectively.

4.6 SUPPORT FOR CANDIDATES

As well as receiving support from your Qualifications Administrator, you will also have access to the dedicated area of the website for QOP (Stage 2) trainees, which contains all the documentation you need to help with your training. This includes the resource centre, which is a hub of useful information designed to support your acquisition of skills relevant to completion of the QOP (Stage 2).

The Chief Supervisor runs a monthly telephone clinic for candidates and supervisors, and appointments can be booked online via the qualification webpage. You are welcome to book an appointment to discuss any queries regarding your training. The telephone appointment can be set up to include both you and your Co-ordinating Supervisor if you wish. In addition, the Chief Supervisor is available to offer email support via the Qualifications Administrator.

The Board also organises candidate workshops which review the qualification documentation and processes, and provide an opportunity for you to discuss any queries that you may have and meet with fellow candidates. These are usually held at the DOP annual conference (see below).

As a member of the Society you have access to PsychSource, which is a searchable gateway to the Society's 11 journals and books programme, plus 32 other key psychology journals, together with

multimedia resources, accessible via the Society's website. It also provides access to EBSCO Discovery Service and links to a multitude of other Society resources supporting research, teaching and practice. You can also gain remote access to the electronic psychology collection at Senate House Library, University of London. This includes the full range of Senate House's electronic journal collection, including the APA journals, and their psychology e-book collection.

You are also encouraged to apply for in-training membership of the Division of Occupational Psychology. Divisional membership will give you access to the Division's journal, OP Matters, as well as events for in-training members arranged by the Division. The application form can be downloaded from the Society's webpage.

In addition, you may also find it helpful to attend the Division of Occupational Psychology annual conference. Further details of this and other events organised by the Society's Professional Development Centre can be accessed on the Society's website: www.bps.org.uk/psychologists/professional-development.

The programme team work closely with the Division as part of a Stakeholder Reference Engagement Group where there is representation across different stakeholder groups, including candidates. The group meet at various points through the year to discuss and review feedback in relation to QOP. Please contact your Division representative if you wish to feedback directly to this group or the Professional Development Delivery Team if you wish to input into the work of this group.

4.7 SUPPORT FOR SUPERVISORS

The Board organises workshops for Co-ordinating Supervisors which review the documentation and processes, and provide an opportunity for supervisors to discuss any queries they may have as well as meet with fellow supervisors. Co-ordinating Supervisors are required to attend a workshop at least once every two years in order to remain approved.

In addition, the Chief Supervisor runs a monthly telephone clinic, and Co-ordinating Supervisors are welcome to book an appointment to discuss their queries.

As a member of the Society, your Co-ordinating Supervisor also has access to PsychSource, accessible via the Society's website

5. ASSESSMENT

Your assessment on the QOP (Stage 2) is by means of a written portfolio assessing progress and competence, followed by a viva. It is important to note that the gaining of competence across the Standards is cumulative. You will need to achieve full competence across all four Standards by the end of your supervised practice.

5.1 DEADLINE FOR SUBMISSION FOR ASSESSMENT

Submission deadlines are dictated by the type of submission (progress or competence) and whether you are enrolled on a 2, 3 or 4 year track, as detailed in the table below.

ENROLMENT TRACK	COMPETENCY SUBMISSION	PROGRESS SUBMISSION
2 Years	6, 12 and 24 months	12 months
3 Years	9, 18, 36 months	12, 24 months
4 Years	12, 24 and 48 months	12, 24, 36 months

Your individual submission dates will be confirmed in your enrolment letter. The dates will be calculated based on the first day of the month following your enrolment date. For example, if your confirmed enrolment date is 9 May, your first submission date would be 1 December for a 2 year track, 1 March (of the following year) for a 3 year track, and 1 June (of the following year) for a 4 year track, with subsequent submission dates calculated accordingly.

5.2 APPLYING FOR AN ADJUSTMENT IN RELATION TO YOUR ASSESSMENT

If you are unable to meet a submission deadline, or experience other difficulties relating to assessment, you can apply for an adjustment. This may be an extension to the deadline, an alternative mode of assessment, or other adjustment as appropriate to your circumstances. In all cases, the adjustment must be applied for and supported with appropriate evidence, and your Co-ordinating Supervisor will also need to submit a brief email in support of your request. All adjustment requests are considered by the Chief Supervisor who may, where appropriate, consult with members of the Qualifications Board. In these cases, your request will be anonymised.

If the adjustment takes the form of an extension, this may impact upon the deadlines for later submissions. In some cases, particularly if there are repeated or lengthy extensions, you may be advised to move from a 2 year to a 4 year enrolment period.

Submission extensions will normally only be granted if applied for at least one month prior to the submission deadline. For candidates on the 2 year track, the normal maximum extension to a submission deadline will be one month. For those on part-time equivalent routes, the maximum extension will be two months. In the case of significant extenuating circumstances in the final month

prior to submission, you may apply for an extension. The normal extension period granted will be for one month. Extensions will not normally affect future submission deadlines.

If you feel that you need an extension beyond one month, you should apply for a submission deferral, rather than an extension. If a submission deferral is granted, you will be issued with new submission dates to take into account the time frame of the deferral. For example, an application for a two month deferral of your second submission on a two year track would mean that your final submission would be due at 26 months.

If you find yourself struggling with the submission deadlines, please consult your Co-ordinating Supervisor and contact the Chief Supervisor to explore your options. Each request for extension or deferral will be treated with respect and in confidence.

5.3 HOW TO SUBMIT

You must submit the relevant documentation for assessment no later than your submission deadline which can be found in your enrolment letter. The documentation required will depend on the type of submission. Further details can be found below and in your enrolment letter.

Where submission and progress report dates coincide, please submit your progress report and competency submissions as separate zipped folders, each of which contains the relevant files in both Word and PDF formats. This is to ensure that the correct documents can be sent to the Chief Supervisor (who reviews progress reports) and your assessors (who assess competency submissions). For this reason, please do not submit all of your documentation as a single document.

Your documents should be submitted to your Qualifications Administrator electronically via Hightail, which can be accessed from the qualification webpage or by clicking on the following link: <https://www.hightail.com/u/bpsqualifications01>.

Where the forms ask for signatures, electronic signatures (scanned and inserted) can be accepted. Materials received after the submission date will not normally be accepted unless an extension has been authorised prior to the deadline.

All work submitted for assessment will become the property of the Society and will be stored securely with your candidate record for a period of five years after you complete the qualification.

For pieces of work which have a word limit, you must clearly state the word count of your submission. Any work that exceeds the word limit will be returned unmarked. The list of references, headings, sub-headings and appendices are excluded from the word count, and all other text is included in the word count.

5.4 CONTENTS OF YOUR PORTFOLIO

5.4.1 Progress reports

Each progress report consists of the following (see below for further details):

- cover sheet;
- contents page, listing the document titles in the order in which your submission should be read and the electronic file name;

- updated Plan of Training;
- monthly records of contact with your Co-ordinating Supervisor;
- review of workplace setting; and
- DBS declaration form.

You are required to submit an updated plan of training as part of your progress report. This should indicate the work you plan to undertake in the forthcoming enrolment period.

You are required to complete a record of supervisor contact, using the form provided online, at each of your monthly contact points with your Co-ordinating Supervisor. You are required to submit these as part of your progress report. These forms will help you to set objectives, track your progress and plan prospective work. The form must be signed by you, your Co-ordinating Supervisor, and your designated supervisor (if applicable). Electronic signatures (scanned and inserted) are acceptable.

5.4.2 Competency submissions

Your competency submissions comprise a range of evidence designed to show how you have demonstrated the Standards in accordance with your plan of training. Please note that all submissions must also include clear recognition of Standard 1 (Ethical, reflective and legal practice) and Standard 3 (Taking an evidence-based approach). In all submitted materials, appropriate measures must be taken to maintain confidentiality and security, for example, deleting or disguising names of clients and other identifiers, and you must provide evidence of informed consent where appropriate. Any submission reports which breach confidentiality may be returned and will not be assessed until they have been anonymised.

Please see Appendix 1 for further details of the Standards. For further details of the reports required for each competency submission, please see section 5.4.3.

The **first competency submission** consists of:

- cover sheet including word count; and
- one or two reports, each covering one core area of work (6000 words maximum, plus reflections of up to a further 2000 words).

The **second competency submission** consists of:

- cover sheet including word count;
- three or four reports covering the core areas of work not covered in the first submission (6000 words plus 2000 words reflections maximum per report); and
- research outline form which will include details of your plans for your research and ethical considerations.

For your **final competency submission**, you must submit:

- cover sheet including word count;
- three pieces of work covering three different areas as follows:
 - one report which must cover at least stages 2–6 of the consultancy cycle (6000 words maximum plus reflections of up to 2000 words);

- two reports which must cover all stages of the consultancy cycle, one of which must be focused on applied research (maximum of 12,000–15,000 words for the research submission as a whole, including reflections, as detailed in section 5.4.4, and maximum of 6000 words plus reflections of up to 2000 words for the other report);
- a stakeholder/executive summary and a conference-style presentation relating to the research submission;
- ethical approval evidence, if applicable; and
- a copy of a current enhanced DBS/PVG/Access Northern Ireland disclosure (this will be removed from your submission before your submission is sent to your assessors)

For each of your competency submissions, you can choose to enclose a client impact statement if you wish. This may include information on the outcome of the project, and the impact it has had on individuals/groups or the organisation.

One of the reports in your first formative submission can include relevant work undertaken prior to your enrolment date, so long as it was undertaken after you achieved eligibility for the Graduate Basis for Chartered Membership and were awarded your Society-accredited Master's programme in occupational psychology, and was supervised by someone who meets the criteria for the role of Co-ordinating Supervisor (see section 3.5). Your second formative submission and your final summative submission must be based entirely on work undertaken following your enrolment date.

5.4.3 Reports for competency submissions

In order to ensure both depth and breadth with respect to client contact during the qualification, you will need to submit a range of reports covering the core areas of work, and framed around the consultancy cycle. These reports can be case studies, projects or another type of assignment as appropriate to the work activity, so long as it adequately fits into the stages of the consultancy cycle. Each report needs to cover a single project rather than several projects pieced together. For details about how to apply the stages of the consultancy cycle, and the criteria against which your reports will be assessed, please see Appendix 2.

Coverage of core areas

Across your first and second submissions (the formative assessments), you will need to cover all five core areas listed under Standard 2. Each report must cover just one area of work. If you have a piece of work that you feel relates to two or more areas, you will need to decide which area your evidence relates to predominantly. The background, theory and research, and practice presented in your report will need to reflect this.

Coverage of consultancy cycle

In your first and second submissions (the formative assessments), you will need to provide evidence of implementing stages 2, 3, 4 and 6 of the consultancy cycle and considering stages 1 and 5. Consideration of stages 1 and 5 may be a critique of what actually happened, for example where somebody else was responsible for the initial contracting, and/or a summary of what you would have done had you had the opportunity to do so. For example, which evaluation model would you have chosen for Stage 5 and why, and how would you have used it in practice? In your final submission (the summative assessment), you will need to provide evidence of implementing all 6 stages of the

consultancy cycle in two of your reports (one of which must be your research submission), and at least stages 2–6 in the third report.

Number of reports

Your first submission will be one or two reports. Your second submission will be three or four reports, depending on how many you included in the first submission. Your final submission will be three reports.

This is represented in the table below:

	MINIMUM NUMBER OF REPORTS	MAXIMUM NUMBER OF REPORTS	HOW MANY CORE AREAS TO COVER IN TOTAL	NUMBER OF CORE AREAS COVERED IN EACH REPORT
Competency submission 1	1 (max 6000 words)*	2 (max 6000 words each)*	1 or 2	1
Competency submission 2	3 (max 6000 words each)*	4 (max 6000 words each)*	3 or 4 (the areas not covered in submission 1)	1
Final competency submission Reports 1 & 2	2 (max 6000 words each)*	2 (max 6000 words each)*	2	1
Final competency submission Report 3 (Research report)	1 (12,000–15,000 words including Reflections)	1 (12,000–15,000 words including Reflections)	1	1

*The word count limits indicated above are for sections 2 to 4 of the report. In addition, up to a further 2000 words can be used for Section 5, Reflections on personal learning and development. Where a report exceeds the word count limits it may be returned and will not be assessed until it satisfies the word count requirement.

It is important to note that your summative reports (final submission) must be entirely new work and cannot be extensions to, or enhancements of, your formative reports.

Each of your reports will follow the same broad structure:

Section 1: Submission overview

- Candidate details
- Core area covered

- Word count
- Dates when the work started and finished

Section 2: A summary explanation of why the piece of work fits into the chosen core area

- including evidence that you have consulted the evidence base, looked at models and theories, and can demonstrate why your practice in this piece of work fits into the chosen core area The detailed explanation showing how your practice was evidence-based should be provided in Section 4.

Section 3: Background and context to the piece of work

Section 4: Report

- Broken down according to each stage of the consultancy cycle.
- Describing the detail of what you did and why, and how this relates to the evidence base for the core area and the assessment criteria.

Section 5: Reflections on personal learning and development

- Describing details of the skills you developed relevant to each stage of the consultancy cycle and how you developed these skills.
- Plus wider reflections on how the work described has impacted your personal learning and development towards becoming an occupational psychologist.

Section 6: List of references

- It is important for all practitioners that they remain up to date with contemporary literature and research; evidence-based practice needs to be based on the current research base. In each piece of work you submit you need to show that you reviewed current thinking by researching a contemporary evidence base. Your list of references should demonstrate that you have considered contemporary sources by including at the very least 5 references core to the curriculum area published in the previous 10 years. Best practice will include a higher proportion of contemporary sources, some of those being much more recent publications.

Section 7: Evidence available

Section 8: Comments and signature from Co-ordinating Supervisor

Section 9: Comments and signature from Designated Supervisor (if applicable)

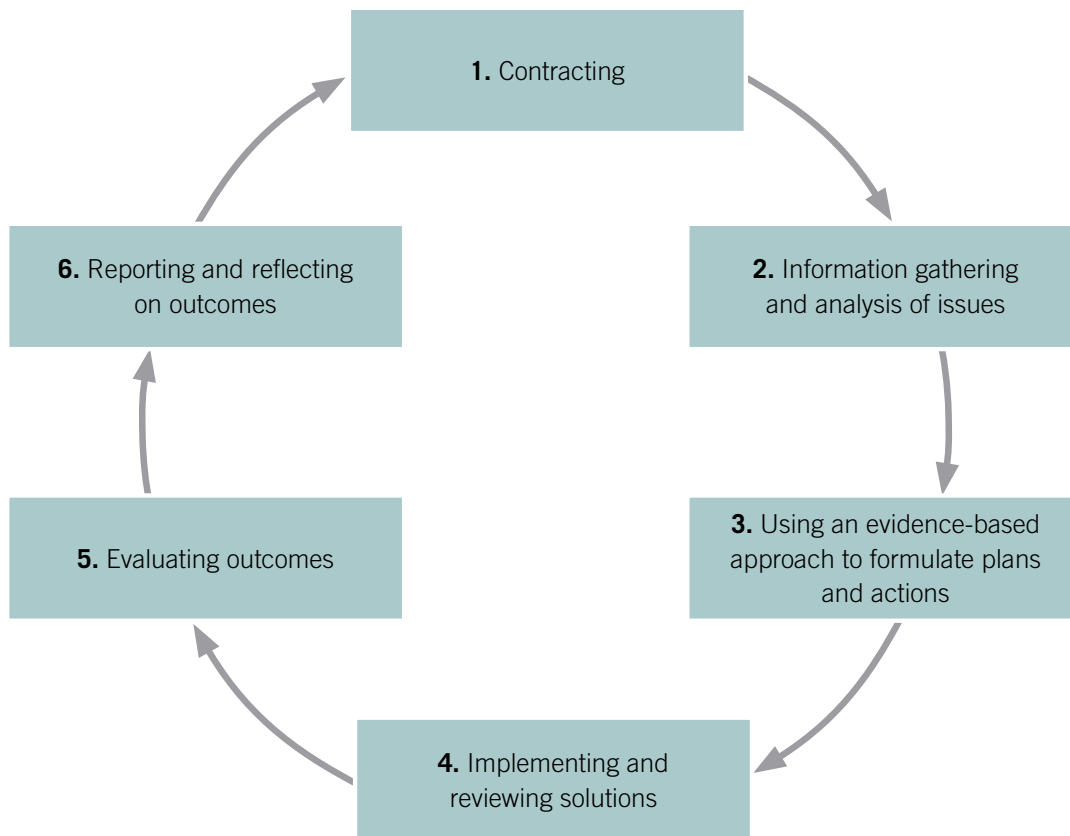
Section 10: Candidate declaration

When you are consulting the evidence base and determining the core area into which your report falls, you should refer to the guidance provided in relation to Stage 3 of the consultancy cycle (Appendix 2).

While your reports will often reflect examples of consultancy that have gone well, it is also of value to talk about those experiences where difficulties have been faced and which did not go as planned, as this is often where most learning and development occurs. With this in mind, such reports can represent a good critical evaluation opportunity and are also a welcome feature of what constitutes a suitable submission.

Your reports at the formative stage should evidence post-Master's (M) level work and should be no more than 6000 words in length, plus no more than 2000 words of reflections. Your reports at the summative stage should evidence Doctoral (D) level work and should be no more than 6000 words in length plus reflections with the exception of your research submission which needs to be 12000-15000 words including reflections (see section 5.4.4). For further details of the M and D level descriptors, please see Appendix 6.

For reference, the diagram of the consultancy cycle from the Standards in Appendix 1 is repeated below:



5.4.4 Research submission

In addition to the evidence requirements outlined above, you are required to demonstrate your competence as an independent researcher by submitting a report on your applied research as part of your final submission (alongside your final two consultancy reports). In order to maintain relevance to the occupational psychology context, your research report will focus on researching a business problem and then using the evidence base to resolve it. This must be one project end-to-end, rather than several projects pieced together. Because this is an applied research report it needs to be more than a piece of desktop research. There needs to be original data collection and interaction with relevant stakeholders including a main client or sponsor; without a client/sponsor you will be unable to fully demonstrate the consultancy cycle.

Your research report will be designed around the stages of the consultancy cycle which have been mapped onto the research process; please see Appendix 4 for details. In addition to the report, you will need to include:

- a stakeholder/executive summary;
- a conference-style presentation (e.g. slides, video clip, poster); and
- The project design/research plan which was submitted and accepted with Submission 2 (or later if an amended plan was agreed with the assessors).

Please note that you are not required to present your research at a conference, but instead prepare this in the manner in which a conference or equivalent presentation could be made. You may also wish to consider publishing your research in an appropriate journal or other publication such as *OP Matters*, *Assessment & Development Matters* and *PsyPAG Quarterly*.

In addition to fulfilling the requirements in Appendix 4, all research work must show clear evidence of relevant competencies required for Standard 1. The word count for your research report is 12,000–15,000 words, and this covers all components of your research submission and reflections.

As part of the evidence for the research component, you are required to submit a research outline with your second competency submission. This ensures that you have considered the design of your research and relevant ethical considerations with your Co-ordinating Supervisor, and helps the assessors to understand what they will subsequently receive for assessment in your final summative submission, and provide feedback on your plans where appropriate. There is no word limit for your research outline but it would be unlikely to exceed 2000 words. If you find that you need to change your research project after submitting your research outline form, please discuss this with your Co-ordinating Supervisor and submit a new form for review by the assessors, outlining the details of the new project and, in particular, the relevant ethical considerations.

5.4.5 Supporting evidence

Your competency submissions will need to include a list of documentary evidence that is available to support your submission. The assessors can request to view this at their discretion, via your Qualifications Administrator. Your Co-ordinating Supervisor will need to be familiar with this evidence. You may also be asked to bring specific pieces of supporting evidence to your viva to discuss with the assessors. This will be evidence that you have already referenced in your submissions, rather than new evidence.

5.5 VIVA EXAMINATION

Once the assessors are satisfied that your portfolio is ready for discussion, you will be invited to attend a viva. This will be based on your summative submission and the same assessment criteria will apply. The purpose of the viva is to allow greater exploration of your work, to provide you with the opportunity to clarify any areas with the assessors, to satisfy the assessors that all of the criteria have definitely been demonstrated, and to enable you to do this orally as well as in writing via your summative submission, in a supportive and constructive environment through a professional discussion. It also offers an opportunity to validate and celebrate the authenticity of your work, and to help you prepare for your career as a qualified practitioner where presentations with senior clients will be an integral part of your job.

The viva will be conducted by two assessors and, wherever possible, one of the assessors will have assessed all of your written competency submissions and be familiar with your journey and development through the qualification, with the second assessor having assessed at least your final

written submission. The assessors will be looking for evidence that you are competent in all of the Standards underpinning the qualification. You will therefore be asked questions about any aspect of your submission or supervised practice relevant to the demonstration of competence. As mentioned in section 5.4.6, you may also be asked to bring specific pieces of supporting evidence, which you have already referenced in your submissions, to the viva to discuss with the assessors.

The viva will last up to 2 hours. It is a D level assessment and allows the assessors to establish whether you are competent to be awarded the QOP (Stage 2) and practice autonomously, or whether more evidence is required in specific elements of re-submission before the award of the qualification can be made (see section 5.8 for further details).

Upon confirmation of the viva date and time with the Chief Assessor, your Qualifications Administrator will confirm with you the date, time and location of the viva (normally held at the Society's Leicester office). You will need to present one of the following three forms of identification at the beginning of the viva:

- i. a current, valid passport;
- ii. a current, valid photo card driving licence; or
- iii. another form of identification including a photograph which has been approved in advance by the Qualifications Team.

While attending your viva, you must follow the instructions of the assessors at all times and act according to the general expectations of conduct outlined in the Society's *Postgraduate Terms and Conditions*.

You will not normally be allowed to undertake the viva if you arrive without an acceptable form of identification, and/or arrive more than 15 minutes after the start time of the viva, unless mitigating circumstances have occurred on the day. If you are in this position you may have to wait until the next available opportunity to be assessed.

If you find that you are unable to attend your viva due to extenuating circumstances, you should contact your Qualifications Administrator at the earliest opportunity.

Please see Appendix 5 for further guidance on preparing for your viva. The viva will be recorded for moderation and quality assurance purposes.

5.6 ASSESSMENT WEIGHTING

All components of your three competency submissions will be given equal weighting. For example, if you are submitting your report in a particular core area, you will need to have sufficient experience in that area of work to be able to write the report. If the report meets the criteria for the consultancy cycle, but is in the wrong area of work, you will need to resubmit it in the correct area of work, ensuring that you cover all areas of work in order to fulfil the criteria for Standard 2.

5.7 ASSESSMENT CRITERIA FOR COMPETENCY SUBMISSIONS

5.7.1 First and second submissions

In their assessment of your first and second submissions, and the formative feedback that they provide to you, the assessors will apply Level 7 (M level) descriptors. They will also begin to look for evidence that you are developing what the Qualifications Board refers to as an “MSc plus” level of competency, and emergence of D level, where you have demonstrated ‘added value’ to your submission post the award of your Stage 1 qualification. For further details of the M and D level descriptors, please see Appendix 6.

5.7.2 Final submission

In their assessment of this submission, and the formative feedback that they provide to you, the assessors will apply Level 8 (D level) descriptors to all components of your submission. Given that the work is assessed at D level, you should have an understanding of the following D level descriptors and keep these in mind when preparing your submission, especially with regard to your reports and research submission.

- The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems; and
- A detailed understanding of applicable techniques for research and advanced academic enquiry.

Although D level is often perceived to relate to PhD research, the descriptors are also relevant to developing and demonstrating knowledge at the forefront of the discipline within professional practice. Your reports should therefore contain evidence of D level in the professional practice context.

5.7.3 Viva

In their assessment of your viva, and the formative feedback that they provide to you, the assessors will apply Level 8 (D level) descriptors. This represents a thorough scrutiny of your work across the four Standards to establish whether you can be awarded the QOP (Stage 2).

This requires you to engage in an explanation, justification and exploration of your work typical of a doctoral level viva.

5.7.4 Assessment against the Standards

When your submissions are assessed against the Standards, the assessors will make their judgement using the criteria in Appendix 3.

You and your Co-ordinating Supervisor should bear in mind that the QOP (Stage 2) assessment process is a *formative* one. While you should be *developing* competence as you progress on the qualification, the aim is to achieve competence (as defined below) by the **end** of the enrolment period.

It is a normal expectation for evidence of competence to be accepted across all of the Standards only following the assessment of the final written submission and viva (i.e. the summative assessments).

	NUMBER OF CORE AREAS COVERED IN EACH REPORT
Competence development on/ ahead of track at this submission stage	This marking category is used for Submissions 1, 2 and 3. It normally reflects a candidate who, in the opinion of the assessors, is developing satisfactorily towards full competence as a qualified practitioner. The assessors' feedback will reflect this, and also detail areas that the candidate should focus on for the next submission to ensure that this continues. Also in this category, the assessors' feedback, may, where it is felt necessary, communicate any degree of concern over aspects of the candidate's performance. This may reflect minor or more major difficulties in one or several areas of their portfolio (not amounting to unprofessional or unethical conduct), or more serious concern about the candidate's performance. In such cases, the formative feedback provided will indicate clearly the actions that the candidate needs to take to address these issues, either in their next submission or a resubmission of the current one. Where a resubmission is required the feedback will indicate 'Competence development not on track at this submission stage.'
Evidence of competence accepted	This marking category is used for the viva. It is the rating that should be attained following assessment of the final written submission and completion of the viva, and is at least as good as the general level of performance expected of the competent psychologist. It reflects a good match between candidate's performance and their planned training objectives, where the candidate will have undertaken an appropriate workload and carried out the work competently, such that they are fit to practice independently and without supervision as a practitioner psychologist. Where there is a shortfall or where assessors have a significant concern, this will show as 'Evidence of competence not accepted.'

5.8 OUTCOMES OF ASSESSMENTS

General information relating to the outcomes of assessments (e.g. marking conventions, procedures relating to resits and resubmissions, despatch of certificates, etc.) can be found in the *Society's Postgraduate Qualifications terms and conditions*. Information specific to the QOP (Stage 2) is detailed below.

5.8.1 First and second submissions

You will normally receive feedback within three months of your submission deadline (or the date at which your submission is received if an extension has been granted). You will receive your feedback via email and this will be copied to your Co-ordinating Supervisor.

You may wish to start work on the next submission while you are awaiting feedback for an earlier submission, particularly if you are enrolled on a 2 year track. However, you will need to ensure that you address any issues identified in the feedback and incorporate any relevant points into your next submission before submitting it for assessment no later than your submission deadline.

Although the assessment of your first and second submissions is formative, if the assessors feel that substantial further work is needed, or if there is insufficient evidence of development of competence, they may ask you to resubmit one or more pieces of work before proceeding to the next assessment point, in order to support your preparation for the final summative submission and the viva. If this happens, you will have two further attempts to meet the requirements (i.e. three attempts in total). For further details, please refer to the *Postgraduate Qualifications terms and conditions*. If you are required to resubmit one of your formative submissions, your remaining submission deadlines will be recalculated accordingly, dependent on how long you and your Co-ordinating Supervisor feel you need to resubmit your work, and these deadlines will be confirmed in writing. Depending on the nature and extent of the resubmission, this may result in an extension to the length of enrolment or a recommendation to switch to a longer enrolment track.

5.8.2 Final submission

You will receive feedback on the written component of your final submission within three months of your submission deadline (or the date at which your submission is received if an extension has been granted). You will receive your feedback via email and this will be copied to your Co-ordinating Supervisor.

If the Board considers that your submission does not meet the required standard, they might ask you to do one or more of the following before inviting you to attend a viva:

- resubmit one or more pieces of work;
- supply additional evidence; and/or
- undergo a further period of supervised practice.

5.8.3 Viva

You will receive the outcome of your viva, along with feedback, within one month of the viva date.

If, after your viva, the Board considers that you have not met all the requirements to be awarded the QOP (Stage 2), they might ask you to do any of the three things listed in section 5.8.2 and/or to attend another viva. If you are required to make minor amendments to your work, you will normally be asked to do so within three months of receiving your viva feedback. If you are required to make major amendments to your work, you will normally be asked to do so within twelve months of receiving your viva feedback.

If the assessors feel that further work is needed before you can proceed to the viva, or before you can be awarded the qualification, you will have two further attempts at the required assessment (i.e. three

attempts in total). For further details, please refer to the Society's *Postgraduate Qualifications terms and conditions*.

5.9 COMPLETION OF THE QOP (STAGE 2)

You will be deemed to have completed the QOP (Stage 2) when you have demonstrated all four Standards in full following the assessment of your written submissions and your viva. You will be issued with a certificate confirming the award of the qualification within one month of receiving your results letter. You can then apply for Chartered Membership of the Society, Full Membership of the Division of Occupational Psychology and registration with the HCPC as an occupational psychologist.

5.10 APPEALS AND COMPLAINTS

For details of the appeals and complaints processes, please refer to the Regulations (section 9).

5.11 ADVERSE EVENTS

Should an adverse event which you are experiencing, or have recently experienced, prevent you from performing at the level required either in terms of preparing for assessment or during an assessment, please refer to the Terms & Conditions.

APPENDIX 1: STANDARDS

In order to be awarded the QOP (Stage 2) you must successfully complete all of the required assessments and, through these, demonstrate all of the Standards described here. The following Standards underpin all activities undertaken by a competent, independent occupational psychology practitioner who can clearly demonstrate development of ever increasing levels of autonomy throughout their training. These Standards shall refer to those undertaking the QOP (Stage 2) as ‘trainee occupational psychologist’ or, simply, ‘trainee’.

You should remember that Standard 1 should underpin all of your work. Any failure to properly consider ethical principles and codes in any submission could result in failure of that submission, even if ethical practice has been demonstrated elsewhere. This includes, but is not limited to, demonstrating an understanding of the HCPC’s standards of conduct, performance and ethics and the British Psychological Society’s ethical codes.

The ability to practise ethically is a fundamental requirement of occupational psychologists. It is important that psychologists give proper consideration to ethics in their practice. Candidates are expected to consider a range of ethical issues and all important actual and potential ethical issues should be discussed throughout the consultancy cycle. Mention of confidentiality and data protection alone would not be sufficient, nor would simple reference to the BPS *Code of Ethics*. As well as describing how you dealt with actual issues arising, you need to show that you have anticipated how you would address potential issues.

Where the Assessors judge that candidates have not met the required standards for ethics in their reports, there is a range of options open to them, depending on the degree of concern they have about the candidate’s consideration of ethical issues. These include requesting resubmission or an alternative report. Where there are serious concerns (either one significant example or evidence of repeated ethical breaches) candidates may fail the entire Qualification. In very extreme cases we are obliged to formally raise our concerns about professional misconduct. Where we have concerns about a candidate’s ethical practise, we would also question the professional conduct of their supervisor in failing to challenge the candidate’s conduct and for supporting practice which is below the ethical standards expected by the Society.

STANDARD 1: ETHICAL, REFLECTIVE AND LEGAL PRACTICE

1.1 Understand and act in accordance with legal, ethical and professional standards and regulations that apply to the practice of occupational psychologists and others, as appropriate, including the Society’s code of ethics and conduct and supplementary ethical guidelines (www.bps.org.uk/ethics) and the HCPC standards of conduct, performance and ethics (www.hcpc-uk.co.uk/publications/standards/index.asp?id=38). This should include the establishment and maintenance of appropriate systems to safeguard and control relevant data and information; principles of informed consent and debriefing, responsibility for maintaining fitness to practise and continued professional development and recognising one’s own limits of competence. At enrolment, and as part of your ongoing supervisory meetings, there are opportunities for you to discuss any issues or concerns regarding your safety or wellbeing of service users.

Ethical practice is underpinned by:

- a) Competence in communicating the value and purpose of occupational psychology activities to a range of audiences and adapt communications as necessary;
- b) Engaging in appropriate supervision to support the attainment of required standards of competence; and
- c) A continuous cycle of active self-reflection.

STANDARD 2: COMPETENT PRACTICE ACROSS THE FIVE CORE AREAS OF OCCUPATIONAL PSYCHOLOGY¹

Trainee occupational psychologists need to demonstrate competent practice across all five core areas of occupational psychology in increasingly autonomous practice. For stage 2, the focus is on application to work settings. It is expected that trainees demonstrate critical understanding of how these knowledge areas interlink with each other, and recognise the complexity of organisational context². Trainees should demonstrate up to date knowledge of relevant psychological evidence across these areas and demonstrate clearly how this is informing their practice in work settings. Trainees should equally explain what they have learned about themselves, the practice of occupational psychology and how they are developing into the profession.

STANDARD 2 CURRICULUM 1: PSYCHOLOGICAL ASSESSMENT AT WORK

Trainees must demonstrate a critical understanding of assessment of people in, or for, work settings. They must show competence in conducting a range of appropriate psychological assessments of individual differences in the workplace, and generally demonstrate evidence-based best practice in a range of relevant activities including considered design, tailoring and evaluation of different assessment methods, with due reference to fairness and equal opportunities. Relevant topics include:

- Methods of job analysis: capability and competency profiling,

¹ The 5 (+2) core areas of occupational psychology are the revised standards for the stage 1 (MSc) curriculum. These were agreed in 2014, and all education providers have implemented the new standards. For more detail on the revised stage 1 (MSc) standards please see the Society's Standards for the accreditation of masters programmes in occupational psychology.

² The Society's core requirements for all accredited Doctoral programmes are that graduates:

- understand organisational and systemic issues of relevance to the practice of applied psychologists, including:
 - understanding the organisational context for their practice;
 - understanding the structures and functions of service providers applicable to the work of their profession; and
 - understanding current legislation applicable to their work.
- recognise the role of other professionals and stakeholders of relevance to their work, including the role of service users, carers, and/or community groups;
- are able to adapt their practice to different organisational contexts for service delivery, as appropriate;
- are able to bring psychological influence to bear; for example, through consultancy, training, and working effectively in multidisciplinary and/or cross-professional teams.

- Theories and models in assessment and selection, including consideration of reliability, validity, performance criteria and utility,
- Linking assessment from the pre-selection stage through to subsequent activities in training, appraisal, promotion and organisational change,
- Individual differences in personality and cognitive ability: psychometric theory and practice including test construction including online testing and assessment,
- Specific selection methods such as employment interviews, assessment centres, situational judgement tests,
- The criteria for choosing and designing assessment methods including diversity, fairness and candidate perspective.

STANDARD 2 CURRICULUM 2: LEARNING, TRAINING AND DEVELOPMENT

Trainees must demonstrate a critical understanding of the ways in which individuals learn, train and/or develop in the context of work and organisations to inform their practice across a range of activities with particular reference to their psychological underpinnings as well as the organisational perspective. It need to be evident how, and drawing on which evidence, interventions have been conducted and evaluated. Relevant topics include:

- Learning theories, skill acquisition and self-development,
- The training cycle: needs analysis, design, implementation & delivery (including online and e-learning methods), transfer of learning, evaluation,
- Organisational and social factors in training and development,
- Employability and trainability,
- Integrated approaches to learning and development, including talent and succession planning,
- Innovation and creativity,
- Psychological theories of occupational choice and career development,
- Individual and team coaching, counselling and mentoring.

STANDARD 2 CURRICULUM 3: LEADERSHIP, ENGAGEMENT AND MOTIVATION

Trainees must demonstrate a critical understanding of leadership, engagement and/or motivation taking an individual or team/group-based perspective, with particular reference to how different aspects may interlink and affect each other. Relevant topics include:

- Motivation, goals and cognition; psychological theories and applications,
- Leadership: Theories, style, influence and measurement,
- Engagement, commitment, values and organisational citizenship,
- Appraisal and management of performance and potential,
- Psychological contract and perceptions of justice,
- Derailment and counterproductive behaviours,
- Power, influence and negotiation in organisations,
- The psychology of groups, teams and teamwork: Intra- and inter- group processes.

STANDARD 2 CURRICULUM 4: WELLBEING AND WORK

Trainees must demonstrate critical, wide ranging and evidence-based understanding of well-being at work, comprising positive and negative aspects, as well as physical and psychological indicators of individual and organisational factors. Relevant topics include:

- The employment lifecycle and its management, including unemployment, outplacement, retirement and post-paid employment,
- Traditional and new work patterns including work-life balance,
- Occupational health psychology,
- Stress in the workplace: Causes and symptoms, assessment, prevention and management,
- Bullying, harassment and conflict management,
- Positive psychological perspectives,
- Promoting resilience and wellbeing,
- Emotion in the workplace; Recognising the importance and impact of affective responses.

STANDARD 2 CURRICULUM 5: WORK DESIGN, ORGANISATIONAL CHANGE AND DEVELOPMENT

Trainees need to demonstrate critical understanding of the organisational perspective including team and group perspectives, as well as the organisation in its wider context, and the interplay between psychological and business considerations. Relevant topics include:

- Organisational structure, design, culture and climate, including globalisation and international aspects,
- Models and methods of organisational and individual change and development,
- Consumer and economic psychology,
- Design of jobs and work environments,
- The psychology of people and technology; human factors and ergonomics,
- Workplace safety, risk management, and error prevention,
- Organisational effectiveness, productivity, performance and communications:
 - The wider context for occupational psychology.

STANDARD 3: TAKING AN EVIDENCE-BASED APPROACH^{3,4}

Trainees are required to:

- 3.1** demonstrate an evidence-based approach in their practice, critically appraising the psychological evidence base but also considering the wider social and policy issues to inform psychological investigations and practice;
- 3.2** initiate and design research or consultancy using an evidence-based practice approach; conducting literature reviews, show an awareness of a variety of research methodologies and research designs, and plan activities taking account of the organisational context;
- 3.3** analyse and critically evaluate data gleaned through consultancy or research, show an awareness of a variety of analytical techniques and demonstrate an ability to select appropriate techniques; draw conclusions and recommendations from the data;
- 3.4** report and communicate potentially complex or contradictory research findings to a range of audiences and identify opportunities for furthering the knowledge base in occupational psychology, and actively promoting and disseminating a psychological approach to working with organisations; and
- 3.5** add value in their activities to ensure organisations' sustainability through due consideration of financial, social, environmental and other aspects.

STANDARD 4: COMPETENCE IN APPLYING THE CONSULTANCY CYCLE

Trainees need to demonstrate progression of competence to work through the consultancy cycle across a range of employment and organisational settings and/or contexts⁵ demonstrating evidence-based, reflective and increasingly autonomous practice at each point of the cycle (see Figure 1 below). Evidence does not necessarily have to be provided in chronological order given how quickly organisational requirements may change; but a justification for how evidence is presented is an integral part of this standard.

4.1 Contracting: Working with clients and other stakeholders to identify, prioritise and agree needs and expectations to formulate clear agreements and contracts, drawing on psychological expertise to facilitate constructive working relationships.

³ Evidence-based research can be incorporated into consultancy practice and does not need to meet the requirements of an academic peer reviewed paper, but rather demonstrate awareness of a research approach in practice, albeit applied to meet the BPS Doctoral Standards.

⁴ The Society's core requirement for all accredited Doctoral programmes is that trainees demonstrate the ability to conceptualise, design and conduct independent, original research of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication. This should include the ability to: identify appropriate research questions; understand and reflect on ethical issues; choose appropriate research methods and approaches to analysis; report outcomes; and identify appropriate pathways for dissemination. The Society has published *Supplementary guidance for research and research methods on Society accredited postgraduate programmes* (October, 2014), and providers are encouraged to consider this in designing the research component of their programme(s).

⁵ Trainees are expected to gain experience in a range of relevant activities as part of their development; this does not necessarily have to be from different organisations/clients/contracts.

4.2 Information gathering and analysis of issues: Critically appraise psychological theories, frameworks and interventions and other information sources including organisational data, human resources required, and any strategic considerations to inform evidence-based practice; this may also include consideration of how to gain access to organisations or stakeholders and engage these in any activities, and developing understanding of their needs. Stage 2 is about collecting and analysing the information needed to be able to formulate an action plan. Stage 3 describes your development of the plan/methodology itself and shows how this is grounded in the information collected and considered in the previous stage.

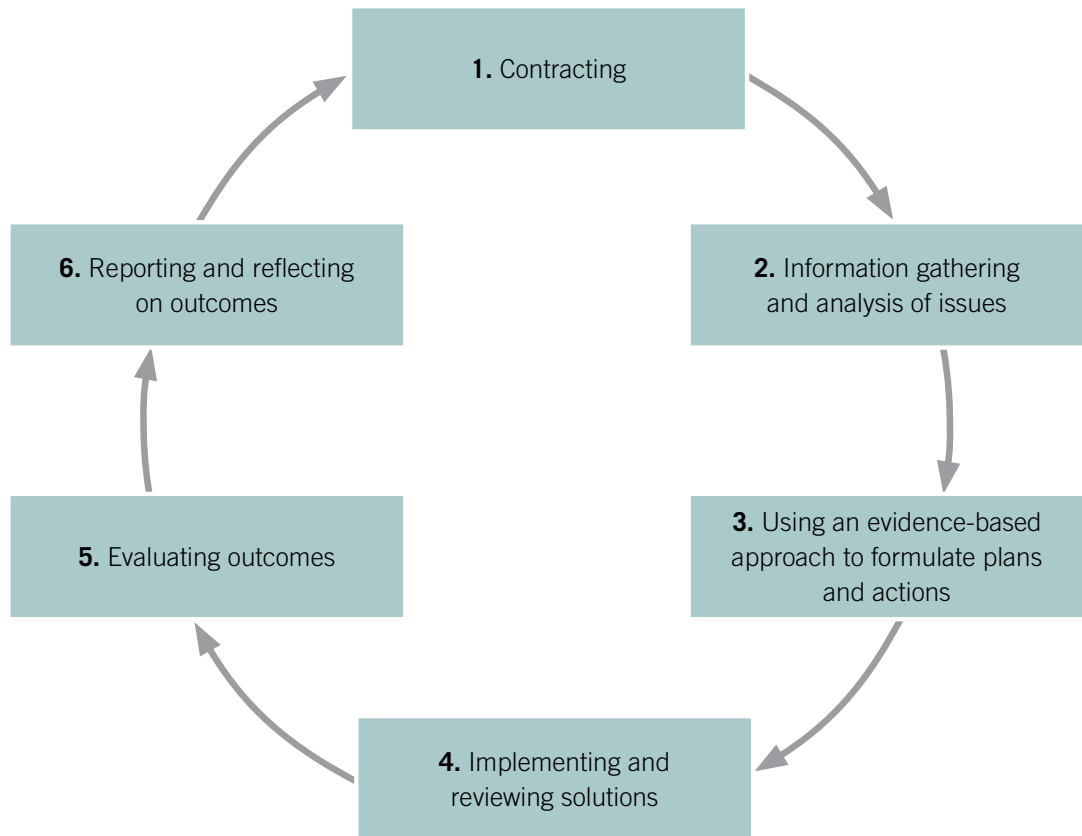
4.3 Using an evidence-based approach to formulate plans and actions: Describe, implement and critically appraise the methodology for psychological investigations and interventions using a planned, strategic and evidence-based approach in occupational psychology.

4.4 Implementing and reviewing solutions: Implement, direct and review activities and interventions in the workplace with due consideration of client and other stakeholder needs; directing, developing and monitoring others as appropriate in the context.

4.5 Evaluating outcomes: Critically evaluate activities and interventions using a strategic and evidence-based approach to evaluation, drawing on and integrating a range of data sources as appropriate, using a range of methods. To what extent were the activities and interventions successful in achieving the desired outcomes? How do you know this?

4.6 Reporting and reflecting on outcomes: Reporting back using a range of methods and techniques to commissioning clients and other stakeholders, giving due consideration to the evaluation in the context of the wider psychological evidence base at work; using knowledge and feedback gleaned to continuously improve organisational practice and inform own continuous professional development activities, taking a reflective approach. What did you report at the end? How did you do this? What did you learn from these outcomes and how will that learning shape your future practice?

Figure 1



APPENDIX 2: APPLICATION OF THE CONSULTANCY CYCLE AND CORRESPONDING ASSESSMENT CRITERIA

Your submissions will be structured based on the consultancy cycle. The cycle represents the entire process of delivering a piece of applied work, from conception through to evaluation and reflection. Demonstrating professional competence to operate independently requires evidence of having fulfilled the requirements and skills associated with all stages of the consultancy cycle. Throughout your formative and summative submissions you must evidence your undertaking of the consultancy cycle (see Appendix 1 for the specific requirements at each stage).

The following information provides more detail on what each section of the consultancy cycle entails and aspects you would need to consider and define at each stage, along with the assessment criteria against which your submissions will be assessed. Please refer to the resource centre (available online) for details of useful resources which may support your acquisition of skills relevant to the stages of the consultancy cycle.

Whilst an awareness of the assessment criteria is important, the report narrative should not be structured exclusively around the criteria as this is too limiting. Evidencing the consultancy cycle assessment criteria is a necessary requirement but is not in itself sufficient – you need to show how your practice meets all four overarching standards. Key to achieving this is consistently describing the ‘what’ and ‘how’ of your practice along with the ‘why’, which relates to how the evidence base informed your decisions and actions. The consultancy cycle criteria are best used as a personal checklist rather than as sub-headings around which the narrative is structured.

STAGE 1 CONTRACTING

Working with clients and other stakeholders to identify, prioritise and agree needs and expectations to formulate clear agreements and contracts, drawing on psychological expertise to facilitate constructive working relationships.

Application

The process of contracting is where you enter into or make an agreement, and may include writing that agreement or document.

This stage is shown as the start of the consultancy cycle and is usually where the consultancy process begins. Contracting could be initiated by you or your organisation as the supplier or by the client. There are many different types of contractual relationship that could exist that would provide suitable evidence for this stage. A contract could exist between you as an employee and your employer for a specific piece of work; you as a subcontractor with an employing organisation; you and a client organisation, and this could be directly with the beneficiary of your work or with a procurement section; or you and an individual client. This indicates the variety of stakeholders there may be in a contracting situation.

Contracting is shown as a distinct stage in the consultancy cycle and ideally the agreements would all be reached before the next stages begin. It may happen though, as a result of analysing some of

the information that has been gathered, that the contract needs to be amended in some way. It is important, therefore, to anticipate the likelihood of this happening and to ensure, as far as possible, that mitigating measures and contingencies are in place to cover this. The consultancy cycle can be seen as iterative rather than structured as stages and you may come back to the contract when you are working on further elements of the cycle, and your submitted report should reflect this.

Contracting is an important stage when working with any client and, as a psychologist, you should draw on your knowledge of developing relationships as the quality of those relationships will have a bearing on the subsequent stages.

This stage may involve you in some or all of the following actions:

1. establishing the scale and scope of the work to be carried out – e.g. definition of what is in scope and the assumptions of key stakeholders in order to prevent misinterpretation and ‘scope creep’.
2. identifying and clarifying the objectives to be achieved: the level of specificity will be relevant when determining the information to be gathered, the actions to be implemented, and evaluation.
3. defining the obligations of all parties: this could include all aspects of resources, i.e. people, finance, information, access.
4. eliciting the needs and expectations of all parties: these may not form part of the written contract but could be important considerations to be aware of at this stage.
5. clarifying stakeholders and their roles: e.g. contractors/subcontractors and other parties impacted by or involved in the implementation or results of the work.

Ethical considerations

You must ensure that you comply with current codes of professional, legal and ethical conduct, with due consideration of organisational and individual need. You will also need to critically evaluate your ability to deliver the work.

Assessment criteria

Assessors will be looking for you to:

1. Explain the process by which the contract was defined, including the scale and scope of the project, the objectives to be achieved, the way in which progress would be reviewed and how access to additional information and resources was negotiated.
2. Explain how an understanding of the main stakeholder assumptions and expectations was achieved and used to facilitate constructive working relationships with clients and key stakeholders and keep them informed as the project evolved.
3. Identify and handle actual and potential ethical or legal concerns as described above.

STAGE 2 INFORMATION GATHERING AND ANALYSIS OF ISSUES

Critically appraise psychological theories, frameworks and interventions and other information sources including organisational data, human resources required, and any strategic consideration to inform evidence-based practice; this may also include consideration of how to gain access to organisations or stakeholders and engage these in any activities and how to understand their needs.

Application

There are two different kinds of information that need to be gathered at this stage. These sources are critical in ensuring that you have all the information you need before you embark ethically and professionally on any piece of work.

One information source is the psychological theories, frameworks and interventions that will guide the work you are expected to undertake. The second involves the use of data, documentation and information which is pertinent to the project but drawn from non-academic sources and which also helps you to build understanding of what is needed and why.

In order to critically appraise psychological theories, frameworks and interventions you need to look at the literature that is available for the work you have contracted to do. The work may apply to more than one of the core areas but you will need to ground your report in just one, (see Standard 2 in Appendix 1 for further details of the five areas):

1. Psychological assessment at work;
2. Learning, training and development;
3. Leadership, engagement and motivation;
4. Wellbeing and work, and
5. Work design, organisational change and development

You need to think about what you already know from stage one of your training, review the established literature and then research what new ideas have developed in occupational psychology recently (i.e. the last 10 years). You will need to consider carefully the parameters and search terms that will inform your search. This provides the necessary contemporary influence for your background research. This research process needs to be carried out for every project you undertake. The critical analysis of this research may not be easy until you have all the other information you need about the piece of work upon which you are about to embark.

There will be other and additional sources of information which are relevant to the project. The extent of this will depend upon the nature of the contract and the core area in which you are engaged. The practical information will enable you to understand what your client needs and requires, what ethical issues you need to take into account and which sources of information you need to access so that you can carry out the piece of work which has been agreed at the contracting stage. This information will enable you to move forward to critically analyse the research you have accessed and to move on to the next stage in the consultancy cycle to formulate your plans and actions or to return to the contract for post-contractual discussion.

Organisational data: As well as numerical and statistical data which you may need in some curriculum areas, you may need to acquire other information about policies and practice.

Human resources required: Sometimes this will have been discussed at the contracting stage, but this may not always be the case. If it isn't, it does need to be clarified at this stage.

Strategic considerations: You may find it helpful to obtain information relevant to organisational direction. This can be very helpful in most organisations. This information can take many forms; government/departmental papers in the public sector, strategic plans and statements, stated

organisational direction/priorities/values. The critical analysis should be how the work complements and supports these or runs contrary to them.

Gaining access to organisations and stakeholders: this very practical point needs to be thought out at this stage: who do you need to interact with in the client organisation and maybe in your own?

Consider how you can find out the key organisations and stakeholders who might be involved and how you can use them to gather information. This may be with direct access to the client or initial discussions with the Client Account Holder if you are working in a large consultancy.

Your own skills and the expertise you can access. You can at this stage consider the skills that will be required to complete this piece of work and begin to analyse what skills you have already acquired, what you need to learn and where you can access expertise, either to help you acquire the skills you lack, or to supplement your skills in the work required.

Critical analysis

You should now be in a position to critically evaluate the information you have gathered, look critically at how the work you are planning to do complements the strategy, plans and resources of the organisation and whether or not there are any mismatches or ethical concerns between these and what the work sets out to achieve. This may need further discussion with the client or the project manager in your organisation.

Once any issues have been resolved, you can review the research literature and critically evaluate it in light of the planned work and actions and realistic constraints you have uncovered.

All or some parts of the process may need to be repeated as a review after new facts and new data emerge during the life of the project.

Ethical considerations

Before and during the time you carry out the critical analysis, it is important to be aware of the impact upon ethical practice that is to follow from the analysis. Whichever curriculum area you are working in, your analysis must be guided by the need to be grounded in fair and ethical treatment of all stakeholders both at this stage and as you progress through all stages of the consultancy cycle.

Assessment criteria

Assessors will be looking for you to:

1. Show how the focus, nature, scale and scope of the work informed the approach to information gathering from the literature, the organisation and other sources.
2. Describe any challenges that arose (e.g. conflicting or lack of substantive evidence) and how these were dealt with.
3. Provide a summary that shows how the evidence base that was amassed was critically evaluated to identify the most relevant methods, concepts, theories and instruments for the solution of the problem.
4. Explain how actual and/or potential ethical or legal concerns were identified and addressed as described above.

Guidance on applying evidence within the consultancy cycle

While taking an evidence-based approach should underpin all stages of the Consultancy Cycle, you are required to show how you have done this within 'Information Gathering & Analysis of Issues' and 'Using Evidence-based Approach to Formulate Plans & Actions'.

Here is how evidence *may* appear within these stages of the Consultancy Cycle:

- **Information Gathering & Analysis of Issues.** This will involve collating existing evidence, and actions to establish new evidence that help to clarify the issues of interest in the organisation itself. Within this you will show how your literature review was carried out.
- **Using an Evidence-based Approach to Formulate Plans & Actions.** Being clear how the evidence has been used to inform plans and actions. This should include how conflicting perspectives have been handled, resolved or accommodated. You should show how absence of evidence, where appropriate, has been considered and accommodated.

Throughout this you need to show how you have critically appraised any models, theories, literature and evidence sources. You also should demonstrate how you integrated the various sources of evidence, explain how conflicts/contradictions have been handled and why you took the decisions you did.

You should also demonstrate an understanding of criticisms of theories and models, the limitations of data/research methods, and your appreciation of the different levels of quality of evidence and how this influenced the weight you placed on different evidence sources.

STAGE 3 USING AN EVIDENCE-BASED APPROACH TO FORMULATE PLANS AND ACTIONS

Using an evidence-based approach to formulate plans and actions: Describe, implement and critically appraise the methodology for psychological investigations and interventions using a planned, strategic and evidence-based approach in occupational psychology.

Application

As scientists, psychologists undertake evidence-based practice. Evidence-based practice is where decisions and approaches are based on best available evidence. It requires the practitioner to understand the evidence base available, its provenance, the quality of different evidence-sources, and generalisability of evidence, limitations associated with available evidence and where desirable evidence is not available.

It is common that evidence comes from a variety of sources to inform decisions and approaches. These sources include, but may not be limited to:

- **External Quality Assured Evidence.** This is peer-reviewed sources such as journal articles created by academics or practitioners.

- **External Non-Quality Assured Sources.** These differ to the above in that they are not peer reviewed sources. They may include books, publications from learned bodies (e.g. BPS, CIPD, etc.) and open-source materials such as company 'White-papers'. It may also include material that you have sourced via the internet. You may also use perspectives from other disciplines and/or sources – e.g. National Office of Statistics or government reports, etc – but not as a replacement for peer-reviewed sources.
- **Internal Evidence and Context.** This can be 'grey-literature' – reports and research done within organisations or academic establishments that has not been published more widely. It can include existing data held within the organisation and/or evidence created as part of the *Information Gathering & Analysis of Issues* stage of the consultancy cycle to inform the subsequent consultancy cycle stages. You may draw on evidence from other organisations where you have a reason to believe there is generalisability.
- **Subject matter expertise and judgement.** This could include establishing subject matter experts and managers' experience, assumptions and approaches relevant to the work in question. It can include input from subject matter experts from within the organisation or those with expertise about the topic of interest.
- **Stakeholders' Preferences and Expectations.** Stakeholders depend on the problem/question. They may include senior leaders, experts, staff unions/representation groups, employers and/or those commissioning the project. They bring insights and evidence that might not be available through any of the other sources of evidence.

You are not required to include all the above sources of evidence within a report, although there should be a clear emphasis on external quality assured material. However, it will be necessary to be clear about what evidence you did use, how you used this according to the quality of that evidence, and your considerations about what other evidence sources would have been helpful but were not available/do not exist. When considering how to apply and demonstrate this stage of the consultancy cycle, you may wish to consult relevant external resources detailed in the resource centre (available online), for example the Centre for Evidence Based Management: <https://www.cebma.org/>.

Ethical considerations

The gathering, analysis and interpretation of evidence may present actual or potential ethical issues and the BPS and HCPC Codes of Conduct are good starting points; you may, however need to consider additional guidelines for certain pieces of work. If the work involves the creation of new evidence, you will need to identify and explain the ethical considerations and challenges that were faced. You also will need to show how and where appropriate approvals were established for the methods used. Finally, consideration needs to be given to the way in which evidence has been used for decision making regarding plans, actions and solutions.

Assessment criteria

Assessors will be looking for you to:

- Show how the evidence base was collated and evaluated in order to provide evidence-based suggestions for resolving the problems identified in the contract.
- Explain how the different types and sources of evidence were weighted and why.

- Explain any contradictions, conflicts, differing perspectives and gaps across the evidence, the implications of this and your rationale for addressing these implications.
- Show how you made decisions about plans, actions and intended approaches/solutions that were linked to the evidence base, together with alternative approaches that were considered and why these were not selected.
- Explain how actual and/or potential ethical or legal concerns were identified and addressed as described above.

In order to evidence these assessment criteria you will need to include a detailed description of the plan, explaining the decisions you have made and how you intend to deliver the plan in practice.

STAGE 4 IMPLEMENTING AND REVIEWING SOLUTIONS

Implement, direct and review activities and interventions in the workplace with due consideration of client and other stakeholder needs; directing, developing and monitoring others as appropriate in the context.

Application

Stage 4 is where you should showcase your applied practice in the relevant curriculum area, explaining what you did in terms of the application of occupational psychology and your use of the associated skills. Throughout this stage you will be engaging in a regular iterative process of implementation, monitoring and review for all actions and plans you have selected to implement following Stage 3. This process requires regular consultation with all stakeholders to ensure actions are achieved to agreed plans and to monitor stakeholder concerns. Be prepared that in some circumstances actions may not go according to plan or new information/concerns are raised during implementation which may mean a revision of initial actions. In such cases, you will need to revert back to previous stages of the consultancy cycle and repeat the process again.

You will need to exhibit a task and relationship focused approach to your activities in this stage. Management and leadership of the task components of the plan(s) are coupled with fostering and maintaining working relationships with clients and other stakeholders involved in the process. Reflective practice and regular monitoring are key to aiding successful project implementation and in highlighting the change or revisions to actions.

This stage may involve you in some or all of the following actions:

1. Agree with the client a plan or plans of action, detailing the roles and responsibilities of all relevant stakeholders.
2. Ensure you have devised mechanisms to foster quality assurance.
3. Implement the planned actions and complete the work to agreed specifications.
4. Oversee and direct the implementation of actions as well as advising the activities of those involved in implementation.
5. Provide technical support and advice during project implementation.
6. Develop, maintain, monitor and evaluate working relationships with clients.
7. Ensure you have regular contact with the client and respond to client enquiries as appropriate.

8. Provide the client with regular updates (written or verbal) as to the progress of the actions and planned activities. These may have been agreed at the contracting stage (4.1).
9. Develop systems for recording the processes and outcomes of actions.
10. Analyse and interpret results and outcomes from actions as they arise.
11. Review and monitor progress regularly and discuss and implement revisions and changes as necessary and within agreement.
12. Prioritise, implement and manage changes identified by the monitoring process.
13. Review client needs, requirements and expectations within application programmes.

Ethical considerations

You will need to ensure ethical practice (e.g. the impact of the actions on stakeholders) and be prepared to stop or revise activities to maintain the fair and ethical treatment of all relevant stakeholders. This may include, but not be limited to the systems implemented to store and control data and information in relation to ethical principles and codes of conduct. Reference back to the HCPC and BPS Codes of Conduct is a necessary start point for considering ethics associated with the implementation of an intervention, but the nature of your specific project may require you to take account of other sets of guidelines and frameworks for best practice and ethical conduct.

Assessment criteria

Assessors will be looking for you to:

- Show how you implemented the work in accordance with decisions taken in previous stages of the consultancy cycle. You should also show how the implementation process was recorded and quality assured, and the process by which changes/revisions to the plan were initiated and implemented.
- Show how client relationships were appropriately facilitated and evaluated, for example by explaining how the plan(s) of action were agreed by the client and the way in which client expectations were managed.
- Explain how the results and outcomes from the planned actions were assessed and interpreted as implementation progressed.
- Explain how actual and/or potential ethical or legal concerns were identified and addressed as described above.

STAGE 5 EVALUATING OUTCOMES

Critically evaluate activities and interventions using a strategic and evidence-based approach to evaluation, drawing on and integrating a range of data sources as appropriate, using a range of methods.

Application

One of the specialist skills of occupational psychologists is that of evaluating the effectiveness of interventions or processes that they, or others, have delivered. Psychologists rely on evaluation work to inform many of the choices they make in their practice. You are expected to demonstrate that you can design and conduct robust evaluations of practice, although during the early stages of the Qualification demonstrating that you understand how to do this should the opportunity arise

will be sufficient. Evaluation can be carried out during a project, at the end of a project and some considerable time after it has finished (i.e. as a long-term follow-up).

Throughout your work with organisations you will be reflecting on the evaluation data to consider how your own practice can be improved. You will need to be able to describe what you did to secure and analyse evaluation data and why you did it this way. You will often be considering a range of options for evaluation and balancing a number of considerations (e.g. practicality and scientific rigour) when making your choices. During evaluation, you may be identifying and using data routinely collected by the client, using established measures or data collection techniques to collect new data, or you may be designing bespoke data collection tools.

Examples of evaluation work include but are not limited to: evaluation of training (including transfer of learning and performance improvement); predictive validity analysis; measuring adverse impact; measuring the impact of interventions designed to improve employee health and well-being; stakeholder satisfaction with organisational change; diversity audits; evaluating the impact of organisational change; evaluating performance changes linked to the introduction of new equipment or new ways of working; evaluating the effects of the introduction of new pieces of work equipment/new technology or return on investment/utility analysis.

Ethical considerations

As with the planning and execution of an intervention itself, the process of evaluation can present or raise the possibility of ethical challenges. This can range between the selection of an appropriate model to underpin the evaluation, issues around the collection and treatment of data and information, and in relation to the conclusions that are drawn. The HCPC and BPS Codes of Conduct are useful starting points, but you should also be prepared to take account of other sets of guidelines and frameworks for best practice and ethical conduct.

This stage may involve you in some or all of the following actions:

1. Establish evaluation needs for different stakeholder groups and develop plans/protocols for evaluation.
2. Understand the importance of quality management procedures (including quality control, quality assurance and the use of appropriate outcome measures) and communicate those to others involved in the evaluation work.
3. Specify the purpose and aim of the intervention being evaluated.
4. Identify and critically evaluate the quality of the data available for the evaluation.
5. Identify the practical constraints impacting on the evaluation process.
6. Select appropriate evaluation processes, techniques and tools (including the design of bespoke data collection tools when needed).
7. Critically evaluate the quality of the evaluation methodology (e.g. reliability, validity and sensitivity of the data, sample size, timing of evaluation, rigour and appropriateness of analysis etc.).
8. Be able to maintain an effective audit trail of intervention activities as part of the evaluation of the intervention delivery process.
9. Evaluate outcomes systematically against objectives using appropriate tools and analytical techniques.

10. Reach appropriate evidence-based conclusions about the outcome of the intervention (e.g. what worked, in what ways, and for whom).
11. Participate in audit and quality assurance procedures linked to your practice and the evaluation of the intervention.
12. Answer questions from stakeholder groups about the meaning and implications of evaluation results.
13. Provide advice and guidance to stakeholders based on the results of the evaluation.

Assessment criteria

Assessors will be looking for you to:

1. Clearly explain the process by which the method or technique for evaluation has been chosen, bearing in mind the purpose and objectives of the intervention being evaluated and the needs of all relevant stakeholders.
2. Consider any practical constraints and issues impacting on the evaluation process in order to design and implement a sound and well-reasoned evaluation.
3. Show how the evaluation data was gathered and analysed using appropriate techniques to reach evidence based conclusions regarding the intervention (i.e. what worked, in what ways, for whom).
4. Consider the implications of the evaluation outcome(s) for the client.
5. Explain how actual and/or potential ethical or legal concerns were identified and addressed as described above.

STAGE 6 REPORTING AND REFLECTING ON OUTCOMES

Reporting back using a range of methods and techniques to commissioning clients and other stakeholders, giving due consideration to the evaluation in the context of the wider psychological evidence base at work; using knowledge and feedback gleaned to continuously improve organisational practice and inform own continuous professional development, taking a reflecting approach.

Application

There are three elements to this stage of the consultancy cycle:

- reporting on the outcomes of the intervention to clients and/or other stakeholders,
- reflecting on those outcomes so as to identify opportunities to improve organisational practice (for a definition of organisation, see Reflection on Outcomes) and, finally,
- reflecting on your role in the process.

This stage of the consultancy cycle ensures that you use your reflective practice to inform your own professional development as well as that of your client. As with all stages of the consultancy cycle, you should consider your practice in the context of the relevant professional codes of conduct, standards and guidelines. The BPS Code of Ethics and Conduct and HCPC Standards of Performance, Conduct and Ethics should be the minimum starting point, and you should refer to additional codes of practice that are relevant to the specific nature of the piece of work you have undertaken.

Reporting on outcomes

For many projects, the Contracting phase of the consultancy cycle will include an agreement about those to whom post-intervention feedback should be given and in what form. With other pieces of work, the process for reporting the outcomes of a piece of work is less systematic and will probably need more guidance and direction from you.

Who

In all cases, there will be one or more commissioning clients who expect to be advised on the outcome of the intervention, and these should be your primary focus. There may also be other stakeholders (for example, interviewees or focus group participants) who also need to be informed and you should consider these where relevant.

You will therefore need to make clear in your entry the various individuals and/or groups to whom you fed back the outcomes, together with the challenges and issues that you faced, or might have faced, in communicating with these parties.

What

In terms of content, you need to explain how you decided what to include and the decisions you took about how best to present the information. You also need to explain any challenges or constraints that you faced in developing the communication and how you overcame them.

How

There are many ways in which you might provide feedback to clients and stakeholders on the results of a piece of work – such as an executive summary, a full academic-style report, tables, diagrams, graphs, slides, newsletters, website content, podcasts, and so on. A written report is common, as is a presentation. You might take part in a conference telephone or video call or prepare a webinar or podcast. It is common for you to be reporting back using a range of techniques within the same project. The most typical methods for reporting back are presentations, meetings with clients and written reports, and we expect to see evidence of these across the range of your submissions. You may also be asked to report back using other methods and these should be included when you have used them.

Whichever method(s) you use, the assessors need to understand why you made the choice you did and how you tailored the content and style of delivery to the needs and expectations of your audience(s). For written communication, you need to show how you considered the impact of format, tone and style on an audience. Where the presentation is face-to-face, you need to show how you thought about aspects of delivery, such as non-verbal communication and pace of speech, to ensure that your message had the desired effect. Particularly where an approach or format is mandated by the client, you should highlight the pros and cons of the approach that was taken, along with consideration of alternative approaches that could have been taken.

You need to build on this by describing any challenges and constraints that you faced during the process of disseminating the communication, and how you overcame these. Quality assurance is key to ensuring that the message is credible, so you need to explain the steps you took to ensure the communication was of an appropriate standard. Finally, you need to describe how your audience(s) responded to the communication and the feedback that you received.

Reflecting on outcomes

Reflecting on outcomes is one of two post-project activities, during which you take a step back and consider the piece of work and your role in it.

In stage 5 of the consultancy cycle, you evaluated the impact of your intervention in the context of the objectives agreed with your client; Reflecting on Outcomes asks you to consider the wider context of the outcomes of the piece of work.

On the organisation: Your focus here could be either your own organisation, the client organisation with which you were working, or both. The end-point should be conclusions that can inform continuous improvement and further progress in the area concerned. You may want to commence this by considering the outcome in relation to the aims and objectives that drove the project but you should then expand your assessment to consider the wider implications for the organisation. You should be able to identify clearly why you have reached the stated conclusion(s) about the effectiveness of a piece of work. There are different elements to this:

- a) Which aspects of the process were most and least effective in delivering the outcome, and why this was, as well as how you might adjust the process in a similar future situation.
- b) What were the challenges or constraints that you faced during the process of the intervention, and how these impacted on the outcome.
- c) Where the outcome was consistent with your expectations, you should consider what the next steps might be and how this might support continuous improvement for the organisation.
- d) Where the outcome was not what was expected, you should explain what was surprising about what you found. Achieving results that differ from expectations is not uncommon in applied occupational psychology; these should not be glossed over, but explored for the learning and insight that can be gained.

In relation to the occupational psychology evidence base: This requires you to take account of the outcomes in the context of the evidence base that informed your approach to this piece of work.

Reflecting on your practice

This is the second post-project activity and it is different from the broader reflections that you will do later in the report regarding personal skill and professional development. In Stage 6, you review your role in the process and outcome. You may find it useful to organise your reflections in response to the following questions:

1. What did I do (in terms of skills or applying knowledge or expertise) that worked particularly well? What could I take forward from this to other pieces of work?
2. What worked less well? Why was that? What could I learn from this? What would I do differently next time?
3. How has/might this piece of work shape my practice in future?
4. What more do I need to develop in terms of skills, knowledge or expertise to take my practice forward?

Assessment criteria

Assessors will be looking for you to:

1. Describe how you reached decisions regarding the content, tone, format and style of the communication, bearing in mind the expectations of the audience in the light of agreements reached during Stage 4.
2. Outline any potential or actual challenges, constraints and ethical issues that were, or might have been, faced, in developing the communication and disseminating it to the audience(s), and actions that were/could have been taken to address these.
3. Explain the approach taken to quality assure the communication.
4. Consider the outcomes of the piece of work in the wider context of the practitioner's organisation or that of the client, or both. This will be demonstrated through conclusions that can inform continuous improvement, ethical practice and further progress in the area concerned
5. Review your role in the process and outcome. What did you do that worked well and what would you do differently on similar pieces of work in the future?

APPENDIX 3: GUIDANCE ON REFLECTIONS

Section 5 of your report requires you to step back and offer a broader overview of the personal learning and development towards becoming an occupational psychologist that has been afforded by the piece of work. There is a 2000 word limit on this section, which gives you plenty of scope to reflect in some depth about your development in the context of a specific project.

You should describe the skills which you developed relevant to each stage of the consultancy cycle and how you developed these skills; you should also reflect on how the work described has impacted your personal learning and development towards becoming an occupational psychologist.

Your commentary should focus on the personal skills that have been acquired or enhanced during the project and the way in which such skills will shape your practice in future. You should also be reflecting on what more you might need to develop in terms of skills, knowledge or expertise, including your management of actual and potential ethical considerations, to take your practice forward. Finally, you may find it useful to reflect on your own process of reflection. Meetings with your Co-ordinating Supervisor are the most obvious opportunities for reflection, but you may also find that keeping a journal and discussing your practice with co-workers or other candidates engaged in the QOP are additional activities that give added value to the reflective process. You are also encouraged to research the literature for models of reflective practice; you may discover one which you find particularly valuable.

APPENDIX 4: RESEARCH SUBMISSION

The table below maps the requirements for research in occupational psychology to the consultancy cycle (Standard 4).

CONSULTANCY CYCLE STAGE	REQUIREMENTS	APPLIED RESEARCH CYCLE STAGE	REQUIREMENTS
Contracting	Working with stakeholders to identify, prioritise and agree needs to formulate clear agreements	Scoping of applied research	Liaising with stakeholders as to the broad focus of the project and agree scope of the applied research. Obtain agreement from a client/ relevant stakeholders of support for the applied research.
Information gathering and analysis of issues	Critically evaluate sources of information to inform evidence-based practice	Critical literature review	A critical review of the relevant literature aligned to the applied research problem. Identification of some key issues within the research literature. Using the evidence-base, develop a rationale for the research and explain how the literature provides a framework for the applied research problem.
Using an evidence-based approach to formulate plans and actions	Describe and appraise the methodology for investigations and interventions	Design the applied research methodology	Develop the methodology for the applied research which maps the scope of the issues to be addressed appropriately and which has an established evidence base. In all cases consider the organisational context (e.g. stakeholder preferences, current situation in the organisation) when developing the methodology to ensure the best match between appropriate methodology and stakeholder preferences. Ensure research conforms to ethical standards. Consider the goals and objectives of the applied research and the chronology of specific actions. Detail who will need to be involved in the applied research, the procedure, materials and epistemology.

CONSULTANCY CYCLE STAGE	REQUIREMENTS	APPLIED RESEARCH CYCLE STAGE	REQUIREMENTS
Implementing and reviewing solutions	Implement, direct and review activities and interventions in the workplace	Implement the applied research project	Plan a timescale for the applied research and implement the investigation. Regularly monitor to ensure the applied research is on track to meet its goal.
Evaluating outcomes	Critically evaluate activities and interventions	Analyse data/ information. Report on practical implications and limitations of applied research	Analyse the findings as they relate to the initial scope of the applied research using appropriate quantitative, qualitative or mixed methods. Critically evaluate the implications of the research for occupational psychology and practice. Detail the limitations of the results for research and practice, reflecting on further applied research which should be implemented. Think about the implications of the findings to a variety of stakeholder groups.
Reporting and reflecting on outcomes	Reporting back using a range of methods and techniques to clients and other stakeholders	Reporting the research	Compose a report that details the applied research and contributes to the knowledge in occupational psychology. Disseminate findings to different audiences using different methods. Include: stakeholder/ executive summary, conference- style presentation (e.g. slides, video clip, poster), project design/research plan.

APPENDIX 5: GUIDANCE ON VIVAS

INTRODUCTION

As outlined in section 5.5, the purpose of the viva is to allow greater exploration of your work and enable you to clarify any aspects with your assessors, through a supportive and constructive professional discussion. This guidance is intended to help you understand the process and prepare for your viva so that you know what to expect and feel able to present calmly and confidently during your viva.

The prospect of attending a viva can be daunting and you may feel anxious about whether you will perform to the best of your ability. Whilst it may feel completely unfamiliar, you may be more prepared than you realise. No one knows your work better than you do, and therefore no one is in a better position to discuss this work than you. The viva is a chance for you to explore your work in more detail with two experienced members of the profession, and also to celebrate the work that you have undertaken. It is also important to remember that your assessors will be approaching your viva with the mind-set that they want you to succeed and will be actively looking for evidence of competence, rather than the opposite. Therefore, while the viva is a formal assessment, you should find it to be conducted in a supportive, constructive and positive manner.

Viva arrangements

The Qualifications Office will liaise with you and your examiners to arrange and confirm a mutually convenient time to hold your viva examination. It will normally be held at the BPS office in Leicester and take place within three months of the result for your final submission being sent to you, provided that you have passed this submission.

Reasonable adjustments

If you or one of your assessors have a learning need or disability, the Qualifications Office will make every effort to offer reasonable adjustments for the viva. Please, refer to the Society's Postgraduate Qualifications terms and conditions and Candidate Handbooks for further details of what this will entail.

How to prepare

The date for your viva will be confirmed in writing following the assessment of your final written submission, providing that the assessors are satisfied with your submission. The viva is likely to be held at the Society's Leicester office, and there are some practical preparations that you will need to undertake, such as arranging time off work is necessary, establishing how you will get to the office and whether you wish to stay overnight before the viva, particularly if it is scheduled for the morning. As the assessors will have not met you prior to the viva, you will also need to present one of the following forms of photo identification at the start of the viva:

- i. a current, valid passport;
- ii. a current, valid photo card driving licence; or
- iii. another form of identification including a photograph which has been approved in advance by the Qualifications Team.

In terms of preparing for the viva itself, the primary aim is to ensure that you are familiar with your work and feel confident exploring this with your assessors. In order to achieve this, here are some ideas you might wish to consider and discuss with your Co-ordinating Supervisor:

- Re-read your final submission and reflect on the work that you did. Don't panic if you spot any errors in your submission – make a note and bring them to the viva in case the assessors raise them. You might also find it helpful to revisit your first two formative submissions and the feedback provided, again to reflect on how far you have progressed and how you might do things differently if you had the opportunity.
- Identify strengths and areas for development in your work – be as honest as you can as this will help to demonstrate critical appraisal skills.
- Think about your professional identity as an occupational psychologist – how would you describe your role to others, especially those in another field? How does your role relate to other fields?
- Arrange one (or more) mock vivas with your Co-ordinating Supervisor to prepare you for the experience. You might also want to arrange a mock viva with someone other than your Co-ordinating Supervisor – your Co-ordinating Supervisor is likely to be very familiar with your work, having supported you through the qualification for a number of years, and there may be benefit to having a mock viva with someone who is less familiar with your work and less likely to fill in any gaps with their prior knowledge of your work.
- Think about where you envisage your career going once you have completed the qualification, and any opportunities for CPD that you may already have identified.
- If the assessors have asked you to bring any examples of supporting evidence to the viva, ensure that you gather these together in plenty of time.

During your viva

Your viva will be conducted by two assessors and, wherever possible, one of the assessors will have assessed all of your written competency submissions and be familiar with your journey and development through the qualification, with the second assessor having assessed at least your final written submission. The assessors will ask you questions designed to allow you to demonstrate competence across the Standards. These questions will initially be based on your final submission although, naturally, the questions may evolve and delve into other, related areas of your practice as the viva progresses. Be prepared to explain and/or justify your ideas, conclusions and evidence but expect the assessors to approach the discussion in a supportive and constructive manner. Your willingness to engage non-defensively in an open debate will help to contribute to this.

The viva will be audio-recorded to enable the Chief Assessor to moderate should this be necessary, and also to provide a sample of assessments to the External Examiner on an annual basis. The recording device will be placed in the middle of the table during the viva, but it is small and will not intrude on the viva proceedings.

What happens afterwards

The assessors will need to confer between themselves following the viva, before presenting their recommended outcome to the Chief Assessor. The Chief Assessor will then present the result to the Qualifications Board for ratification. In some cases, the Chief Assessor may need to moderate before discussing further with the assessors and presenting the proposed outcome to the Qualifications

Board. For these reasons, it will not be possible for the assessors to confirm the outcome of the viva on the day. We recognise that you will be keen to know the outcome as soon as possible, and this should be confirmed with you and your Co-ordinating Supervisor via email within one month of the viva.

If you pass your viva, and have therefore successfully completed all components of the qualification, congratulations! You are now eligible to apply for Chartered Membership of the Society, Full Membership of the Division of Occupational Psychology, and registration with the HCPC as an occupational psychologist. And don't forget to celebrate!

If you have not been successful on this occasion, you will have two further attempts at the assessment. You will be provided with feedback to discuss with your Co-ordinating Supervisor, in order to guide your preparation for the next attempt. In some cases, you may be asked to provide some further evidence before being invited to another viva. All of this will be explained in your feedback. Your Qualifications Administrator will then contact you to arrange a date and time for your viva.

APPENDIX 6: M-LEVEL AND D-LEVEL DESCRIPTORS

As taken from The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, the Quality Assurance Agency (October 2014).

Descriptor for a qualification at Masters (M) level: Masters degree

Masters degrees are awarded to students who have demonstrated:

- i. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- iv. conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline; and
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- c) continue to advance their knowledge and understanding, and to develop new skills to a high level; and holders will have:
- d) the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision making in complex and unpredictable situations; and
 - the independent learning ability required for continuing professional development.

Descriptor for qualifications at Doctoral (D) level: Doctoral degree

- Doctorates are awarded to students who have demonstrated:
 - i. the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
 - ii. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

- iii. the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- iv. a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- a) make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- b) continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches; and holders will have:
- c) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

APPENDIX 7: GLOSSARY

If there is a term which you do not understand but which does not appear in this glossary please contact the Qualifications Office.

Assessor

A suitably qualified and experienced Occupational Psychologist appointed by the OPQB to assess submitted work.

Chair

The member of the OPQB who has overall responsibility for the QOP (Stage 2).

Chartered Membership

This reflects the highest standard of psychological knowledge and expertise.

Chief Assessor

The member of the OPQB who has overall responsibility for the assessment process for the QOP (Stage 2).

OPQB

The Occupational Psychology Qualifications Board, which manages all aspects of the QOP (Stage 2).

Chief Supervisor

A member of the OPQB who liaises between the OPQB, supervisors and candidates.

CS

Co-ordinating Supervisor, who supports and guides a candidate from enrolment through to completion of the QOP (Stage 2).

DOP

Division of Occupational Psychology, the Society's professional community which promotes the professional interests of occupational psychologists.

Enrolment

The process by which candidates are accepted onto the QOP (Stage 2), which involves working

with your approved CS to prepare a suitable plan of training and other documentation.

GBC

Graduate Basis for Chartered Membership, the minimum threshold for entry to Society accredited postgraduate training in applied psychology and the Society's postgraduate qualifications.

Health Reference

A form completed by your GP confirming whether you have any health issues which may impact upon your enrolment for the QOP (Stage 2).

HCPC

Health and Care Professions Council, the regulatory body for practitioner psychologists in the UK.

Independent Route

Generic term for the Society's own postgraduate qualifications (as opposed to traditional university routes).

Placement host

The provider of the placement or applied practice setting where you undertake a period of supervised practice towards the QOP (Stage 2).

PoT

Plan of Training, which outlines how you intend to complete the QOP (Stage 2).

PoT Update

The process whereby a candidate updates their plan of training in conjunction with their CS.

Designated Supervisor

A suitably qualified and experienced supervisor who will supervise specific aspects of your training.

QAA

Quality Assurance Agency, an independent body which reviews the performance of universities and colleges of higher education.




QC

Qualifications Committee, which acts on delegated authority from the Membership and Standards Board to consider matters of policy and implementation regarding the Society's postgraduate qualifications.



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